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Your Catholic Education Number

THIS APRIL issue of THE CATHOLIC SCHOOL JOURNAL comes to you on the eve of the 36th Annual Convention of the Catholic Educational Association to be held during Easter week (April 12-14) at the Catholic University of America in Washington, D. C.

THROUGH THE courtesy of Rev. Dr. George Johnson, secretary general of the N.C.E.A., and Mr. James E. Cummings, exhibit manager and publicity director of the Association, we have obtained the preliminary programs of several important sections of the Convention. You will find these announcements on page 134 of this issue.

POPE PIUS XI AND EDUCATION, the leading article in this issue, is at once the editor's tribute to a great Pope and a useful summary of the important pronouncements of our late Holy Father in several fields of education.

AN EXPERIMENT IN REMEDIAL READING, by Dr. Fitzgerald, clinical director of reading at Loyola University, Chicago, shows forth an example of work that is being done to improve the processes of teaching in our Catholic schools. Dr. Fitzgerald will read a paper at the N.C.E.A. convention on "Diagnostic and Remedial Procedures in Reading."

TEACHING IN THE WILDERNESS, the pioneering of the Ursulines in Canada, is one of the Sidelights on the History of Catholic Education which appear from time to time in these pages. Such beginnings have made possible the big 1939 convention of the N.C.E.A.

PRIMARY, grade-school, and high-school teachers will find in this issue a number of Practical Aids for their classrooms. Note especially the helps in geometry, geography, and art.

Picture on the Cover

The picture on the cover of the April CATHOLIC SCHOOL JOURNAL is from a photograph of The Mission of San Xavier Del Bac, on the desert nine miles south of Tucson, Arizona, considered the finest of all the missions. Founded in 1692 by Father Eusebio Kino, picturesque pioneer missionary of the Jesuit Order whose life was dedicated to the civilizing and Christianizing of peaceful Indians, this magnificent shrine, plundered, destroyed, and rebuilt, stands today a most perfect example of pure mission architecture and the only one of Father Kino's chain of missions still being used. Today the peaceful Indians come to worship there as did their forefathers in the days of Father Kino.

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Pope Pius XI and Education

Edward A. Fitzpatrick

IF THE familiar Martian invoked on such occasions visited the earth during the days following February 10 and read our newspapers and periodicals, he would very likely have exclaimed in a sentence used in other connections by Wordsworth: "There hath passed away a glory from the earth!" "What giant among men," we hear the Martian ask, "could call forth so universally in practically every nation from men of all beliefs in all stations such a sense of deep sorrow and loss at his death? What saint among spiritual leaders could so voice the aspirations of man for human liberty, for social justice, and for peace among all men as to call forth such tributes to his moral influence and personal power as apparently is stilled by death in this individual? What head among the competing nations of the world could call forth even in death such universal tributes to his service to all nations, to his love for persecuted and oppressed minorities, to his vision of a better world where all men are truly brothers even though they heeded him not in life?" Such and similar questions the Martian would ask after he read the headlines, the newsstories, the special articles in the newspapers of the world, not only on the day of the death of Pius XI, but for days after.

Let us look at some of these tributes from the leaders among the men of all nations. "A truly noble personality," says Nicholas Murray Butler, "has passed from this earthly life. His Holiness was not only a great ecclesiastic but a great statesman as well. . . . The Pope was a true philosopher of peace — not emotional, but rational."

Another university president, a former member of a President's cabinet, says that in a world of dominating self-centered leaders, "the peoples of the world need rallying points to give them a feeling of stability." Pope Pius XI had been for seventeen years such a rallying center for the spiritual forces in a disorganized world, for the aspiration for peace, for the sense of justice among people, for the love of human liberty.

All the nations pay tribute. Even in Nazi Germany, by order of Hitler himself, all flags in the Reich are flown at half-mast. Jules Jeanneney, president of the French Senate, said: "Whoever keeps faith in the spiritual forces and is grateful to those who keep them in force are afflicted with grief, knowing with what tranquil ardor, with what brilliancy, with what a resolute soul as an apostle, Pius XI represented these."

The Senate of the United States joins in sympathy "with the millions of communicants of the Roman Catholic Church, in this country and abroad, upon the death of a pre-eminent spiritual leader who endeared himself to peoples of all Nations and all

faiths by his untiring efforts to maintain international peace, freedom of religious worship, and the dignity of the individual, against the onslaught of antagonistic forces in every part of the world."

The Congress of the United States for the first time adjourns out of respect to the memory of the Pope.

Jews everywhere in all nations express their loss of this true friend, this audible voice of justice, fair play, and Christian love — this spiritual voice of the suppressed conscience of the oppressors. With no hesitation and no uncertainty, this strong clear voice of man's highest and best self was heard:

Anti-Semitism is a movement in which we cannot, as Christians, have any part whatsoever. . . . No, it is not possible for Christians to participate in anti-Semitism. . . . Anti-Semitism is inadmissible. Spiritually we are Semites.

And when the venom spread to Italy, Pius XI was no less clear and definite in his courageous statement:

We regard racism and exaggerated nationalism as barriers raised between man and man, between people and people, between nations and nations. . . . All men are, above all, members of the great same kind. They all belong to the single great family of the living. Humankind is therefore a single, universal, catholic race.

The injustice of racism, its perversion of Christian love, its evil influence on men's passions, its obsessions of superiority were immediately perceived in all its cancerous putrescence in human affairs. The voice of Pius saw clearly the issue and spoke courageously the words that needed to be spoken, for the Jews first and incidentally for all men.

It is natural, therefore, for the Jews to express their sense of loss. Rabbi A. de Sola Pool, president of the Synagogue Council of America, expresses the heart and soul of the chosen people in these words:

With a deep and abiding gratitude the Jew places in this line of noble priestly champions of humanity (former Popes) the name of Pope Pius XI.

In a world distracted by doubt, fear, and hatred, a world which seems to be losing its moorings and to be adrift without standards and without the lodestone of religion to point the way to light in the darkness, the serene and beautiful influence of the beloved Pope who has been called to his rest remains an abiding treasure of the human spirit, and of all who are not children of the Roman Catholic Church, none mourn the death of Pope Pius XI with more sincerity and with deeper sense of grief than do the Jews of the world.

From all over the world, from Cardinal to poorest peasant, there was the expression of a sense of loss of a personal influence though it will be a great inheritance for the Church even to the end of time. Cardinal Mundelein probably expressed the judgment as well as it could be briefly put in his vigorous statement on the death of Pius XI:

Pope Pius XI is dead! The human race has lost one of its commanding and beneficent personalities. A courageous and uncompromising champion of the dignities, the work, and the inalienable rights of human nature is removed from the stage of human action. This profound scholar, this magnificent source of spiritual light and inspiration has covered every phase of human well-being and happiness in his great encyclicals to the world. He has vindicated with a power and eloquence which have rarely been equaled, the rights of labor, of the family, and of individual man. The first voice of international significance to be raised in behalf of a persecuted and down-trodden race was that of Pope Pius XI. . . . He will be forever remembered as the greatest champion of human rights our age has known.

II. Scholar and Diplomat

The life of Pope Pius XI was a simple one — the short and simple annals of the good scholar priest. He was born May 31, 1857, in a "nondescript three-room upper dwelling" in an unpretentious house of several families in the village of Desio in Lombardy. He was baptized the very next day Ambrose Damien Achille, though he signed himself "Achille Ratti." He was a physically vigorous child and by means of his Alpine climbing a vigorous man. He made an extraordinary, brilliant record in all the schools he attended. At 25 (1882) he was a doctor of theology, a doctor of canon law, and a doctor of philosophy. He had been ordained a priest three years earlier (December 20, 1879). In 1888 the prefect of the Ambrosian Library at Milan recommended him to the Pope for appointment on the staff of the library, which position he secured, and in 1907 he became the prefect upon the death of Monsignor Cerrani who had recommended his first appointment. The future Pope found here a very congenial atmosphere and very congenial task; he became, if you choose, the library mouse and bookworm. In 1914 he became the Prefect of the Vatican Library.

Then the scholar was to go out among the peoples and governments of the world. He was made nuncio to the New Poland and elevated to the titular archbishopric of Lepanto. He was so successful in his work of organizing the Church in Poland that Esthonia, Finland, and Latvia were added to his jurisdiction. He was brought back to Rome in 1921 by the admiring Benedict XV and made Archbishop of Milan, and within 150 days (Feb. 6, 1922) he was elected, upon the death of Benedict, the 260th successor to Peter, the 261st Pope. To the question whether he would accept the high office, which Cardinal Laurenti had refused the day before, Archbishop Ratti said:

That I may not appear recalcitrant before the Divine Will, that it may not seem that I shrink from the honor which must weigh upon my shoulders, that it may not be said that I have not appreciated in their just value, the votes of my colleagues, despite my unworthiness, I accept.

His explanation for taking the name of Pius was:

During the pontificate of Pius IX, I was made an active member of the Catholic Church and took the first steps in my ecclesiastical career. It was Pius X who called me to Rome. Pius is a name of peace. Therefore, desirous as I am of dedicating my efforts to the work of world pacification, to which my predecessor, Benedict XV, consecrated himself, I choose the name of Pius XI.

He was crowned Pope six days after his election, February 12, 1922.

III. Pope in a Chaotic World

For seventeen years (1922-1939) Pius XI has looked down on the turmoil and chaos of a world that had all but lost its Christian moorings. The names by which he is admiringly called indicate somewhat the scope of his watchfulness from the watch tower of Peter and of his activity. He is called "The Pope of the Conciliation," "The Pope of Peace," "The Pope of the Missions," "The Pope of Catholic Action," "The Pope of the Liturgy," "The Pope of the Saints," and the "Pope of Social Justice." He might very well be called, too, the "Pope of Christian Education."

The title of the Pope of the Conciliation is given to Pius XI because of his settlement of the Roman Question — an irritating and vexing question involving a vast history going back to Pepin and Charlemagne. In 1870 in the establishment of the "Kingdom of Italy" the Papal States were made a part of it, and the Pope ceased to be a sovereign. From 1870 to 1929 the Popes imposed upon themselves the status of "prisoners of the Vatican." They remained within the boundaries of the Vatican from the time of their elevation until their death. The Lateran Treaty ended this. It made Vatican City (109 acres) a sovereign state and included certain financial arrangements for the renunciation of the right to the formal "Papal States." There was signed with the treaty a concordat guaranteeing certain rights to the Church. The Pope's own words give the best brief summary:

It was a favorable occasion for us to show that it was not territory that we wanted but the earthly space necessary to perform our spiritual office. . . . We believe like St. Francis that only a minimum of body is necessary to contain the maximum of spirit. Our material territory is small but this must be considered as entirely and wholly spiritualized. . . . The treaty with Italy is one thing but the concordat which is part of it and follows it is another. While the treaty was an essential document of political reconciliation, the concordat is the essential document of spiritual reconciliation. The concordat is thus the instrument which perfects the spiritual union of Italy with the Church.

There are some other noteworthy things about Pope Pius besides the negotiations of the Lateran Treaty and the accompanying Concordat. One of them is the establishing of the very modern thing, the radio station, so that he could speak to the world from his high but narrow platform — Vatican City. Another is the large number of canonizations and beatifications that took place during his pontificate. Among those canonized are some of the truly great in history, St. Albert the Great, St. Peter Canisius, and St. Robert Bellarmine who were declared doctors of the Church. The list included also St. Therese of the Infant Jesus, St. Thomas More, and Bishop Fisher, the Curé of Ars (St. Joseph Baptist Mary Vianey), and a boy who served Mass for the Pope when he was a young priest, St. John Bosco, the founder of the Salesians. The list included, too, a number of the other founders of orders. Among the beatified was the first American citizen to be so honored (Mother Cabrini of Chicago).

This enrichment of the calendar of the Saints with this wide variety of saintliness is, of course, greatly significant. But there will be benediction, too, to the intellectual, moral, and spiritual life of man in the great heritage the Pope has left us in his Encyclicals. It is a significant incident now often repeated that when it was proposed to send "Achille Ratti" on a diplomatic mission, no less a person than Cardinal Gasparri said "He will not do. He is a library mouse — a bookworm." He did do — and he did well — and he became Pope. And the long years in the library stood him in good stead in the writing of the Encyclicals. Here we have the real scholar — neither library mouse nor bookworm. Probably the situation can be best described in Emerson's words regarding the American scholar:

The scholar of the first age received into him the world around: brooded therein, gave it the new arrangement of his own mind, and

uttered it again. It came into him life, it went out from him, truth. It came to him short-lived actions, it went out from him immortal thoughts. It was dead fact; now it is quick thought.

The bookworm who was called to a brief brilliant diplomatic career, has suddenly placed on him what is substantially the moral and spiritual responsibility of a strange and disordered world — an unbelievable world — a world that could hardly have been predicted twenty years earlier, so kaleidoscopic and so profound was the change. The semblance of an international law is suddenly replaced by force. Comity between nations is followed by blustering warlike demands and seizure. Treaties are more than ever, mere scraps of paper. Wars are undeclared. Germany, Italy, Russia, China, Mexico, Spain are symbols of various aspects of the new order or lack of order. *Isms* and ideologies are carried on by propaganda and are the basis of undermining the foundations of nations. The Church is challenged on many fronts, its rights bluntly denied, its property stolen, its priests and bishops murdered.

It was fortunate that in this chaos, with its disorder, violence, power politics, persecution, injustice, its denial of God, and its degradation of man that there was in Peter's chair, Pope Pius XI. The conditions called forth from Pius XI, time and again, the reassertion of the moral and religious bases of man's social relations. At least on twenty-nine occasions there went forth encyclicals which reiterated the need for the "peace of Christ in the reign of Christ." These statements were clear, not muddled; organized, not chaotic; principled, not opportunistic statements against the whole disorder and chaos of the world. It is not our function here to review in detail all these encyclicals on Germany, on Mexico, on racism, on marriage, on communistic atheism, on great spiritual leaders, on spiritual exercises, on great anniversaries, on the reconstruction of the social order. We list elsewhere in this publication the list of Encyclicals, so that they may be readily located for self-study but we devote our final sections to a discussion of the relation of some of the major Encyclicals to our central theme: Education.

IV. The American Parochial School

IN THE CATHOLIC SCHOOL JOURNAL we are especially concerned with the significance of the Pope's relation to education. How important that may be we have, perhaps, indicated in a preceding section by intimating he might properly be termed, among other well-deserved titles: The Pope of Christian Education. Surely there has not come from the Holy See itself — nor from any other source — so comprehensive yet so succinct a statement of a basic philosophy of education than the *Encyclical on the Christian Education of Youth*. Nor must we forget that the problem of education is often implicit — and sometimes explicit — in other Encyclicals, notably the ones on Christian Marriage, on the Reconstruction of the Social Order, and on the Spiritual Exercises. It will be well to outline in a broad way in our limited space some of the ramifications of the subject.

Perhaps before we enter upon this subject it might be well to give space to a topic which is of especial significance to us — the American system of parochial schools. The original statement is not immediately available, but the Apostolic Delegate, Archbishop Amleto Giovanni Cicognani, has summarized it in an address to the Third Catechetical Congress. The Delegate said:

On the fourteenth of last August (1937) the Holy Father, receiving in audience a group of American children, students of our parochial schools, was pleased to emphasize the importance of these schools in the nation: he said that he could not find words adequate to praise the efforts made by the Faithful to maintain them. He expressed the hope that even the smallest and poorest church might have its school, and added that if he had to choose between a church and a school he would be at a loss how to choose, because, while without doubt the church ought to receive the preference, there

are countless considerations in favor of the school, inasmuch as it is the Christian school that teaches what the Church is.

V. Christian Marriage and Christian Education

The basis of all education is found in marriage. The discussion of marriage in the encyclical is based on St. Augustine and we are concerned especially with the second point of the discussion: it is provided with regard to offspring, "that children should be begotten of love, tenderly cared for and educated in a religious atmosphere." Says the Pope: "Among the blessings of marriage the child holds the first place." Man by God's will is this helper in the propagation of life. "Marriage is for generation."

But this generation is not merely for natural children but for children of God. "But Christian parents must also understand that they are destined not only to propagate and preserve the human race on earth, indeed not only to educate any kind of worshipers of the true God, but children who are to become members of the Church of Christ, to raise up fellow citizens of the saints, and members of God's household, that the worshipers of God and our Saviour may daily increase." This sanctification cannot be directly transmitted but is achieved by offering the offspring to the Church that they may be regenerated through the waters of baptism. This is a precious charge and the mother, in particular, like the Roman matron who was the mother of the Gracchi, will rejoice "that a man is born into the world." Children become truly talents committed to parents by God.

The proper education of children is a correlative of the right and duty of begetting them. The Pope says:

The blessing of offspring, however, is not complete by the mere begetting of them, but something else must be added; namely, the proper education of the offspring. For the most wise God would have failed to make sufficient provision for children that had been born, and so for the whole human race, if He had not given to those to whom He had entrusted the power and right to beget them, the power also and the right to educate them. For no one can fail to see that children are incapable of providing wholly for themselves, even in matters pertaining to their natural life, and much less in those pertaining to the supernatural, but require for many years to be helped, instructed, and educated by others.

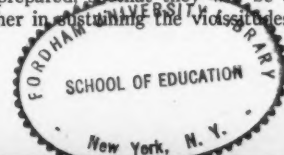
Now it is certain that both by the law of nature and of God this right and duty of educating their offspring belongs in the first place to those who began the work of nature by giving them birth, and they are indeed forbidden to leave unfinished this work and so expose it to certain ruin. But in matrimony provision has been made in the best possible way for this education of children that is so necessary, for, since the parents are bound together by an indissoluble bond, the care and mutual help of each is always at hand.

All this is summed up simply in the code of Canon Law: the primary end of marriage is the procreating and the education of children.

By raising marriage to a sacrament, graces are added to married life. This Sacrament not only adds particular gifts, dispositions, seeds of grace, by elevating and perfecting the natural powers in such a way that "the parties are assisted not only in understanding, but in knowing intimately, in adhering firmly, in willing affectively, and in successfully putting into practice, those things which pertain to the marriage state, its aims and duties, giving them, in fine, right to the actual assistance of grace, whenever they need it for fulfilling the duties of their state."

The need for the education and training for parenthood is clearly indicated by the Pope. They must be well prepared as well as well disposed. Their whole life must be a preparation for this "single chaste and sacred fellowship of nuptial union." Says the Pope:

Let, then, those who are about to enter on married life approach that state well disposed and well prepared, so that they will be able as far as they can to help each other in sustaining the vicissitudes of



life, and yet more in attending to their eternal salvation and in forming the inner man unto the fullness of the image of Christ. This will also help them to behave toward their cherished offspring as God wills, that is, that the father be truly a father, and the mother truly a mother. Through their devout love and unwearying care, the home, though it be in want and in the midst of this valley of tears, may become for the children a reproduction in a way of that paradise of delight in which the Creator placed the first men of the human race. Thus will they be able to bring up their children as perfect men and perfect Christians. They will instill into them a sound understanding of the Catholic Church, and will give them such a disposition and love toward their fatherland as duty and gratitude demand.

It is well to consider the relation of marriage and education, particularly from the viewpoint of marriage rather than from the viewpoint of education. It puts education in its place in relation to the genesis of life. It clearly locates the authority for education. It relates it to the fundamental design in the providence of God. It relates it to the Church and to the sacramental system with its sanctifying and its actual grace.

VI. Social Reconstruction and Christian Education

The dominant thought in American education today is toward the social aspects of education. Numerous books are being published on them. Magazines like *Social Education*, the *Social Frontier*, and the *Journal of Educational Sociology* deal especially and increasingly with this field. Educational Sociology, still amorphous in form, has been generally introduced into colleges, and textbooks on educational sociology are numerous. The Educational Policies Commission has published a series of challenging reports, and the educational administrators of the country spent a week recently in Cleveland discussing its findings.

Educators have raised the fundamental issue embodied in the question: "Dare We Build a New Social Order?" And attacks on injustices in our social order, inadequacies in our educational system, and even a more radical attack on our whole social system have come most vigorously perhaps from educators. In a singularly complete degree, the authors of this literature and the protagonists of these social educational movements have been ignorant of what has been so well said on the very problem that concerned them from Peter's chair in Rome, particularly on the "Reconstruction of the Social Order," and on "Atheistic Communism." Let us indicate briefly here the Catholic doctrine as formulated by the Pope on "the solution of the difficult problem of human solidarity, called the social question" and its educational aspects.

We need not repeat here the facts described by Leo XIII in 1891 or the more mitigated conditions described by Pope Pius in 1931. The injustice, the exploitation, the misery and wretchedness, the class warfare are all part of the present disorder.

The greatest criticism of a specific industrial setup — a factory, an industry, or a nation — is the perverted condition described by the Pope: "for dead matter leaves the factory ennobled and transformed, where men are corrupted and degraded."

The remedy, however, is not to be found in any social or economic specific — helpful as these might be — but by a thorough reconstruction of the social order based on a reform of Christian morals: a complete renewal of the Christian spirit; a Christian renewal of the whole social life in conformity with the demands of the common good and social justice. This means a return to the "principles of a sound philosophy and the sublime precepts of the Gospel." It must be based on the "Co-operation of all men of good will." The economic regime must, in short, adjust itself to the standards of a true order — which would include adjustment to the human dignity of the workers, the social character and economic life, social justice, and the common good." This for the economic sphere of life is what is meant by the "peace of Christ in the reign of Christ."

What of the educational aspects: Pope Pius pointed out some

educational effects of Pope Leo's encyclical which, we may add, has been continued with even greater momentum after the publication of his own encyclical; namely, (1) the evolution and development of a truly Christian social science; (2) the organization and offering of courses on the social questions in Catholic universities, academies, and seminaries; (3) the organization of study circles; (4) the meetings of "congresses" and "weeks" on the social question (cf. the National Catholic Industrial Conference); (5) the extension of the influence of Catholic principles of sociology so that they become part of the "intellectual heritage of the whole human race." Pope Pius would continue this whole program with the work of popular education and culture under the guidance of the Bishops. An intensive study of social matters in seminaries would be a part of the preparation of all candidates for the priesthood. In carrying out their functions as priest, the Holy Father earnestly exhorts that "they make opportune use of the powerful resources of Christian training by instructing youth, by founding Christian associations, by forming study circles on Christian lives." Especially significant but not yet adequately done in this country, is the proposal to train workingmen apostles and employer apostles in the reconstruction of the social order.

In order to bring back to Christ these whole classes of men who have denied Him, we must gather and train from amongst their very ranks auxiliary soldiers of the Church, men who know their mentality and their aspirations, and who with kindly fraternal charity will be able to win their hearts. Undoubtedly the first and immediate apostles of the workingmen must themselves be workingmen, while the apostles of the industrial and commercial world should themselves be employers and merchants. It is your chief duty, Venerable Brethren, and that of your clergy, to seek diligently, to select prudently, and train fittingly these lay apostles, amongst workingmen and amongst employers.

The preparation by means of retreats, an enormously important point, we reserve for separate treatment later. Such are the educational means and agencies to help bring about the Christian renewal of human society — the reconstruction of the social order.

Education for this end — as indeed for all ends — is principally a moral and religious training, the training of what the Pope calls in the Encyclical on the Christian Education of Youth — "the man of character." This is perhaps indicated best in connection with the training of members of trade unions, which, by the more, are not merely instruments in an economic warfare. Says the Pope:

Among these precautions [joining neutral trade unions] the first and most important is that, side by side with these trade unions, there must always be associations which aim at giving their members a thorough religious and moral training, that these in turn may impart to the labor unions to which they belong the upright spirit which should direct their entire conduct. Thus will these unions exert a beneficent influence far beyond the ranks of their own members.

Economic ends must be related to the ends of life. Economic activity and economic science, must be viewed as moral activity and moral science. In purely temporal things the Pope has no jurisdiction, but it is because he saw the devastating effects of the mistaking love of transitory things of earth and time, forgetting heaven and eternity that he is so concerned in this particular sphere. The Pope says linking the particular economic aims to the universal teleological order:

For though economic science and moral discipline are guided each by its own principles in its own sphere, it is false that the two orders are so distinct and alien that the former in no way depends on the latter. The so-called laws of economics, derived from the nature of earthly goods and from the qualities of human body and soul, determine what aims are unattainable or attainable in economic matters and what means are thereby necessary, while reason itself clearly deduces from the nature of things and from the individual

and social character of man, what is the end and object of the whole economic order assigned by God the Creator.

This fundamental issue is put in another way echoing the words of the Gospels:

For what will it profit men that a more prudent distribution and use of riches made it possible for them to gain even the whole world, if thereby they suffer the loss of their own souls? (Cf. Matt. 16:26.)

What will it profit to teach them sound principles in economics, if they permit themselves to be so swept away by selfishness, by unbridled and sordid greed, that "hearing the Commandments of the Lord, they do all things contrary?" (Judg. 11:17.)

The education needed, therefore, for the social reconstruction on the economic side is not the training of the workingman as such but of "man working." It is a religious and moral education. It is an education of the "man of character." Economic and social specifics, the organization of men into vocational groups, a living family wage, are good as far as they go, but if a profound renewal of the Christian spirit must precede or be at the basis of social reconstruction, the Christian, and the moral and religious education is basic. That way lies the consummation so devoutly wished for in the social order — blessed social peace.

VII. Christian Education of Youth

In the Encyclical on the Christian Education of Youth, Pope Pius XI becomes formally a philosopher of education. In an amazingly brief space he has given comprehensive and definite answers to the fundamental questions of education, which he discusses against a background of the nature and importance of education. These questions are:

1. Who has the mission to educate?
2. Who are the subjects to be educated?
3. What are the necessary accompanying circumstances?
4. What is the end and object proper to Christian education?

Here we are dealing not with the superficialities of education, but with the essence; not with the opportunism of a particular society, but with the essentially social character; not with its techniques, but with the principles; not with its sideshows, but with its main conclusions. We see the part and function the Church, the State, and the family have in education. We see, in a sense educators who use the phrase miss, that education deals with the whole man, natural and supernatural. We see how the environment provided by Church, family, school, and community affect the formation of the child. We see, also, the significance of the teacher in the educational process. And finally we see the true end of education in the formation of the true Christian and the useful citizen. In the other encyclicals and in other places and times the Pope, as we have indicated above, in two of the major encyclicals, has directed "helpful words" on various points of Christian education; but here in this encyclical he makes a frontal attack because "of the great and deplorable absence of clear and sound principles." And because of the importance of the subject and the ceaseless agitation and effervescent ferment in the field of education he wishes to deal directly with it.

It is not possible in the available space even to summarize the encyclical because it is itself more a summary of the "priceless educational treasures" than an elaboration of them. But the character of the whole encyclical can be suggested by recalling to mind a few of the striking sentences (and we have reduced this number several times because there is so much that bears repetition and gains by thoughtful repetition). On the subject of the end and object of education we repeat:

The proper and immediate end of Christian education is to cooperate with divine grace in forming the true and perfect Christian; that is, to form Christ Himself in those regenerated by baptism, according to the emphatic expression of the Apostle: "My little children, of whom I am in labor again, until Christ be formed in you."

For the true Christian must live a supernatural life in Christ: "Christ who is your life," and display it in all his actions: "That the life also of Jesus may be made manifest in our mortal flesh."

For precisely this reason, Christian education takes in the whole aggregate of human life, physical and spiritual, intellectual and moral, individual, domestic and social, not with a view of reducing it in any way, but in order to elevate, regulate, and perfect it, in accordance with the example and teaching of Christ.

Hence the true Christian, product of Christian education, is the supernatural man who thinks, judges, and acts constantly and consistently in accordance with right reason illumined by the supernatural light of the example and teaching of Christ; in other words, to use the current term, the true and finished man of character.

This fact is proved by the whole history of Christianity and its institutions, which is nothing else but the history of true civilization and progress up to the present day. It stands out conspicuously in the lives of the numerous saints, whom the Church, and she alone produces, in whom is perfectly realized the purpose of Christian education, and who have in every way ennobled and benefited human society. Indeed, the saints have ever been, are, and ever will be the greatest benefactors of society, and perfect models for every class and profession, for every state and condition of life, from the simple and uncultured peasant to the master of sciences and letters, from the humble artisan to the commander of armies, from the father of a family to the ruler of peoples and nations, from simple maidens and matrons of the domestic hearth to queens and empresses.

On the subject as to who has the mission of education the Pope points out very clearly the function and the relation of each of the three societies to whom is committed the mission of education. The general position is thus stated:

Education is essentially a social and not a mere individual activity. Now there are three necessary societies, distinct from one another and yet harmoniously combined by God, into which man is born; two, namely the family and civil society, belong to the natural order; the third, the Church, to the supernatural order. . . . Consequently, education, which is concerned with man as a whole, individually and socially, in the order of nature and in the order of grace, necessarily belongs to all these three societies, in due proportion, corresponding, according to the disposition of Divine Providence, to the co-ordination of their respective ends.

As to the being to be educated, the description of his nature is complete. It is the whole man that is to be educated — not the natural man alone, nor the supernatural man alone, but both in the integrity of his nature. On this topic the Pope comments generally and then more specifically as follows:

In fact it must never be forgotten that the subject of Christian education is man whole and entire, soul united to body in unity of nature, with all his faculties natural and supernatural, such as right reason and revelation show him to be; man, therefore, fallen from his original estate, but redeemed by Christ and restored to the supernatural condition of adopted son of God, though without the preternatural privileges of bodily immortality or perfect control of appetite. There remain, therefore, in human nature the effects of original sin, the chief of which are weakness of will and disorderly inclinations.

Hence every form of pedagogic naturalism which in any way excludes or overlooks supernatural Christian formation in the teaching of youth, is false.

But what is worse is the claim, not only vain but false, irreverent, and dangerous, to submit to research, experiment, and conclusions of a purely natural and profane order, those matters of education which belong to the supernatural order; as for example, questions of priestly or religious vocation, and in general the secret workings of grace which indeed elevate the natural powers, but are infinitely superior

to them, and may nowise be subjected to physical laws, for "the Spirit breatheth where He will."

Another very grave danger is that naturalism which nowadays invades the field of education in that most delicate matter of purity of morals.

False also and harmful to Christian education is the so-called method of "co-education."

The environment of education, says the Pope, must correspond exactly to the end proposed. The relationships of the Christian family, the Church, the school, the community, and teachers are each discussed as environmental factors. Some of the more significant statements follow:

The first natural and necessary element in this environment, as regards education, is the family, and this precisely because so ordained by the Creator Himself.

Nevertheless, Venerable Brethren and beloved children, We wish to call your attention in a special manner to the present-day lamentable decline in family education.

This educational environment of the Church embraces the sacraments, divinely efficacious means of grace, the sacred ritual, so wonderfully instructive, and the material fabric of her churches, whose liturgy and art have an immense educational value; but it also includes the great number and variety of schools, associations, and institutions of all kinds, established for the training of youth in Christian piety, together with literature and the sciences, not omitting recreation and physical culture.

Since however the younger generation must be trained in the arts and sciences for the advantage and prosperity of civil society, and since the family of itself is unequal to this task, it was necessary to create that social institution, the school.

For whatever Catholics do in promoting and defending the Catholic

school for their children, is a genuinely religious work and therefore an important task of "Catholic Action."

Perfect schools are the result not so much of good methods as of good teachers, teachers who are thoroughly prepared and well grounded in the matter they have to teach; who possess the intellectual and moral qualifications required by their important office; who cherish a pure and holy love for the youth confided to them, because they love Jesus Christ and His Church, of which these are the children of predilection; and who have therefore sincerely at heart the true good of family and country.

How often today most parents and educators bewail the corruption of youth brought about by the modern theater and the vile book!

The great thing about the encyclical is the number of problems of education it opens up, together with the essential principles from which the problem can be securely viewed. We see the many ramifications of education viewed in their unity and integrity. We see education conceived in an organic way—relating the whole man to all of life. We see an ordered conception of the separate problems of aim, scope, method, curriculum, and organization of education. We see a penetrating study of the social aspects of education though its end is individual. In a time like this with its idolatry of the state, and with its totalitarian conceptions of the state, we see the state assigned its legitimate function in protecting the prior rights of the other social institutions, in fostering and promoting education by all competent authority—and even reserving to itself certain forms "which directly concern the public good and call for special attitudes and special preparation" such as certain training for public service and training for military service. The warnings are also sounded from the dangers to true peace and prosperity that are following in the wake of a rampant false and exaggerated nationalism. At the basis of the educational discussion in the encyclical is a high conception of the individual, his dignity, his humanity, his eternal worth, and a fine discrimination as to the place, the rights, and the obligations of the family, the Church, and the State in the school and out of the school.

An Experiment in Remedial Reading

James A. Fitzgerald, Ph.D.

DURING the school year 1937-38, the Very Reverend Monsignor Daniel F. Cunningham, Superintendent of the Catholic Schools in the Archdiocese of Chicago, sponsored a remedial reading program in the School of St. Thomas the Apostle, Chicago. This program was carried out by the writers with the help and co-operation of the principal and teachers.

Introduction

Deficiencies in reading abilities, techniques, skills, and attitudes are prevalent among many pupils and students from first grade to the graduate school and they continue to hamper learning and living of a large percentage of adults after school and college. Twenty-five per cent of the soldiers of the United States Army in the world war could not read simple messages understandingly. It has been shown that nearly 75 per cent of the boys in the C.C.C. camps have but little interest in reading

and therefore read very little. Horn¹ states, "Most people do not read good books. Furthermore, most people could not read good books. The best books dealing with critical issues cannot be understood by the ordinary citizen." Only approximately one third of the people who enter college remain to obtain a degree. Many fall by the wayside because of deficiencies.

Objectives of Reading

The causes for such amazing deficiencies should be sought by every honest principal and teacher in the education profession. If democracy is to endure in the crisis which now besets the human race, it can prevail only by and through an educated citizenry. In school and perhaps out of school the most important tool for learning is reading. Gross ignorance will result

unless people are truly literate. If people are to be truly literate, they must know how to read. They must have the techniques for reading effectively, they must have the ability to comprehend what they read, they must have the right attitudes about reading, they must enjoy reading. In fact in the words of the National Committee on Reading,² they should obtain "rich and varied experience through reading," achieve "strong motives for, and permanent interests in, reading," and attain "desirable attitudes and economical and effective habits and skills."

The Situation at the School of St. Thomas the Apostle

The Elementary School of St. Thomas the Apostle considers both the needs and

¹Ernest Horn, "The Improvement of Leisure Reading," *Epsilon Bulletin*, 17, 1:4-5, October, 1937 (Iowa City, Iowa: College of Education, State University of Iowa).

²"Report of the National Committee on Reading" *The Twenty-Fourth Yearbook of the National Society for the Study of Education*, Part I (Bloomington, Ill.: Public School Publishing Company, 1925), pp. 9-11.

interests of children. Each child is treated as an individual being. His personality is held inviolate. Growth and development of character and personality are aimed at and attained very successfully. There is no reliance upon wishful hoping or chance activism for improvement of individuals. Sweeping generalities are not depended upon to bring educational results. The situation is met honestly and scientifically. Defects and deficiencies are bared constantly. Causes of the defects are sought. Remedial work is planned and administered. A good foundation for enjoyment of school and life is laid. Creative work is motivated and outcomes commensurate with the planning and the foresight are attained.

Understanding the prevalence of deficiencies in reading, in schools throughout the country, the School of St. Thomas Apostle inaugurated a testing program in the spring of 1937. By means of intelligence tests and achievement examinations, individuals who were retarded were singled out.

The purpose of this paper is to indicate the diagnostic procedures and the remedial measures pursued in order to assist children retarded in reading.

In the autumn of 1937, approximately 400 children in grades four to eight inclusive were tested by means of reading tests and about 100 were found to be retarded more or less severely in reading. In fact the retardation ranged from two months to more than five years among 25 per cent of the total population of these five grades.

The Problem

The problem was to teach these one hundred retarded readers how to read effectively. The following subproblems were raised: (1) What are the deficiencies of these children? (2) How can the deficiencies of each child be discovered? (3) What are the causes of the deficiencies of each child? (4) What are the strong points and dominant interests of each child? (5) What measures can be taken to remedy the deficiencies of each child? (6) How can each child's dominant interests and activities be utilized for his improvement?

The Diagnosis

Where so many children are involved, while it is necessary to treat each child as an individual, it is important for the sake of economy to use group tests and group diagnostic administrative measures insofar as this is possible. Group intelligence tests, group reading tests, group interest inventories were utilized effectively in this appraisal. Individual tests and inventories were applied in private interviews also. Always the teacher appraised and judged the individual.

Intelligence Testing: The Kuhlmann-Anderson Intelligence Tests were carefully administered by the supervisor in order to discover the mental age and the I.Q. of each child. It is definitely understood that many children have trouble in reading because of poor mentality. However,

experts know that a child with an I.Q. of 70 can be taught to read. Nevertheless the degree of brightness should, if possible, be known.

Appraising Reading Abilities: The Gates Silent Reading Tests (Grades 3 to 8) were given to the 100 children in groups approximating 25. These tests were found adequate for indicating difficulties in four types of reading: (1) Reading to obtain the general significance of a paragraph; (2) reading to predict outcomes; (3) reading to follow precise directions; (4) reading to note detail. To a few children it was necessary to give the Gates Primary Test in order really to test them, that is really to discern how deficient they were. The Gray Oral Reading Paragraphs were administered individually to the retarded. Notations were made of the various defects such as reversals, omissions, substitutions, mispronunciations, and the like. Oral performance assisted the teacher in understanding more clearly the serious difficulties of slow readers.

Physical Appraisal: The school physician examined the retarded children and made suggestions for improvement.

The Snellen Charts were used to find out if the children had normal sight. The telebinocular was utilized in some cases to determine eye deficiency. When children were found with poor vision, they were reported to the parents and in nearly all cases went to a reputable oculist or ophthalmologist for treatment.

The children who were suspected of disability in hearing were tested by means of the watch and whispering test. If a child was found to be hard of hearing, special attention was given to him in order to offset this handicap in learning.

Discovery of Interests: Through the Fitzgerald Inventory Interest, Likes, Activities, and Experiences, the strong points of interest and activity were discovered for each child. Some children were found to be interested in animals, knights, and adventures; others had interests in machinery, electricity, or transportation; others in home, houses, or vocations. An inventory of the experiences and activities helped to direct the child's remedial procedures. By means of the inventory, home conditions which served to handicap the child were sometimes indicated. Strong dominant interests were often brought out; these were especially important in laying out the plan of procedure for each individual.

The Teacher's Observation and Appraisal: Throughout the whole period of diagnosis and later on after the tentative diagnosis had been made, and during the remedial work which followed, teacher observation, appraisal, and judgment were most beneficial. The teacher of remedial reading is a keen appraiser. She sees defects. She ferrets out causes for these defects and she plans how to remedy them. She utilizes the materials and the correct methods for overcoming the difficulties of children. She does more. She plans to avoid difficulties. She builds upon the

child's strong points, upon his likes, his interests, and his experiences. In this way her appraisal and judgment are invaluable. In fact, no remedial program could be adequate or successful without the understanding and diagnostic ability of a well-trained and intelligent teacher.

The teacher notes not only difficulties and defects, but also attitudes and abilities. She inquires about effort and attention as well as interest. "Is the child trying? Is he improving?" she asks. She knows if the materials are interesting and upon the correct level of difficulty. She knows how valuable it is to vary method and material to meet the changing difficulties and interests of children. She in fact understands interest and effort and guides them to materials of better and more worth-while values.

An Individual Folder for Each Child: Each child's individual folder at St. Thomas Apostle School contained records of results of the various reading tests, oral and silent, of the intelligence tests, the report on interests, activities, and experiences. Achievement records, assignment records, interview summaries, and other miscellaneous records were recorded in this folder.

As the remedial program progressed, records of work done in various phases of the reading were accumulated. These were studied from time to time to the effect that the child, his record, and his performance were better understood. His problems were clarified and his difficulties were understood through the careful and oft-repeated study of the folder's contents.

Summary: Thus each teacher was strengthened in handling the retarded readers of her own room. By the co-operation of teachers, principal, and supervisor the problems of the retarded readers were made clearer. Always there was the challenge for each teacher of a pupil who might be progressing more slowly than he should. Always the supervisor was challenged by the deficiencies of several of these 100 children. Thus the appraisal was continuous. New problems, newly located difficulties, and newly observed interests were utilized.

Remedial Methods

In order that remedial work in reading be carried on successfully, it is necessary to have a plan. A good plan should be flexible and changes should be taken into consideration. Revision to meet changing situations and conditions is often the margin for attaining success in teaching.

Remedial work to be effective must be based upon efficient appraisal and careful diagnosis. Since diagnosis indicates change in an individual, it is necessary that remedial procedures are adapted to changing powers, disabilities, and interests in every child.

General Considerations: In remedial work there are a few general considerations which should always be kept in mind. The remedial work should follow diagnosis and appraisal. It should be begun upon

the level where it will function most effectively. It should be adapted to the developing personality and ability of every child. Diagnosis should be continuous; therefore, remedial work should be organized to meet new interests and growing abilities. Remedial work should be so organized that the child will be guided around pitfalls. In other words, it should be preventive as well as curative. It should be begun not only at the level of understanding but in many cases below and increased gently but surely. It should be based upon the interests and the likes of youngsters insofar as this is possible. It should be challenging. It should succeed.

Plan of Administration: The plan at St. Thomas Apostle School permitted a forty-minute period five times a week. The lessons were definitely planned to help individuals in accord with their needs and interests. Each teacher handled the retarded in her own class. The average for the ten teachers was ten remedial cases. One teacher, however, had only two and another taught seventeen remedial readers. The schedule generally called for exercises which were planned to overcome deficiencies in work-type and recreational reading, oral and silent.

The programs varied for the different rooms in such a way that a visitor might come to the school and see five or six different types of lessons during the day. For one room, however, the schedule for a week might include: Monday, work-type silent reading—unit study materials; Tuesday, recreational silent reading—children's bookshelf; Wednesday, current reading—*My Weekly Reader*; Thursday, drill type to correct specific deficiencies—Gates-Pearson test exercises; Friday, free reading—library. (Another room might have a slightly different schedule.) A brief outline of several lessons will indicate to the reader the methods followed.

Silent Recreational Reading: In this type of reading it is necessary to give to each child some story in which he will be interested. By means of the records in the individual folder, the reading level of the child is noted. An appraisal of his interests is made. A story which is interesting and of the proper difficulty is assigned. This is done for each child.

For example in one of the fifth-grade rooms there were eight remedial readers. One of these children had only second-grade reading ability; another had just third-grade ability. The others were rated similarly as follows: 3.1, 4.5, 4.8, 4.2, 4.5, and 4.8. Each child was considered separately in the remedial work which followed.

The *Children's Bookshelf* was used as a basic text for this type of class reading. There are books on the primer level, first grade, second grade, on up to the eighth inclusive. The child with the second-grade ability was assigned a hero story on that level. The others were assigned stories in like manner on the level upon which they were capable of success, in these cases on third- and fourth-grade levels. Some were assigned adventure stories, some hero

stories, others animal stories, others stories about the home, others imaginative stories, in accordance with their dominant interests as the teacher understood them. Their assignments were made on a *Reading Record Assignment Slip* by the teacher before class, perhaps the night prior to the class meeting.

In the first five minutes of the class period, the books were distributed to the children with the slips indicating assignments, title of the story, page, etc. Each child was encouraged to read. "Here is a story about a great adventure, Jim. You will like it I think," is a sample of the approach. "This is almost a fairy story, Mary. You like fairy stories, don't you?"

For the next 25 minutes, the children read silently. The teacher noted peculiarities, attention, progress, interest of each. In one of the first lessons of this type, the teacher of this room noticed that the child with the low reading ability mentioned above, did not seem to be interested. Soon she discovered that the second-grade book was too difficult for him. She found a story to his liking in a book of first-grade difficulty and he immediately became interested. One of the other children did not seem to get on very well. The teacher discovered that a difficult word was the barrier in his case. She defined the word and used it in a sentence. The other children seemed to be enjoying their stories. They were attentive and happily interested.

When the 25-minute period was over the teacher asked each child to write a brief statement of his impression of the story read. Six of them liked their stories and wrote good statements. One of them said that he did not like the story and did not want another like it. This child was interviewed again about his likes and dislikes and another type of story was assigned for the next lesson in the *Bookshelf*. Oral comments were made by several of the pupils—comments which served to interest others in the materials.

When the period was over, the books were taken up and kept on reserve until the next class. The books of this set are not given out; they are used only in class in order that the child may have a new and interesting experience in each class period.

Work-Type Silent Reading: The aim of this type of lesson is to teach children to read studiously, to outline, or to find information. Even upon low levels of reading, many children desire information. It is just as necessary to know the ability and the interests of the children in this type of lesson as it is in the lessons in silent recreational reading described above. Assignments can be made to the group and a group plan may be devised but the individual plan only is described here.

The *Unit Study Books* were used in this lesson. These books are numbered indicatively. Materials in the 100 range are on first-grade level, those in the 200 range, second grade, and so on. If a child is interested in travel there are five books entitled "Travel," "Trains," "Flying,"

"Boats," and "Transportation." All of these except the first have numbers in the 300 range. The first is very simple and on the first-grade level. A child with low fourth-grade ability worked on the unit "Travel" and read the five books mentioned. He made little outlines of the materials contained in the five books and seemed to feel that he had accomplished something worth while. Besides the feeling of success, he became aware of materials in other books. He reported, too, upon trains and boats in class.

Often children, greatly retarded, find it valuable to answer questions given at the close of the lesson. Others outline a little book with good results. In this way they learn the technique of study. They learn to work through reading.

Silent Reading for Information—Current Reading: Several magazines were available for this kind of work. The *Young Catholic Messenger*, *The Junior Catholic Messenger*, and *My Weekly Reader* were used effectively. In the particular lesson visualized, *My Weekly Reader* was used in a group-type lesson. In the first five minutes "Edition Three" was distributed.

The teacher said a word about the first article. Its importance and timeliness were pointed out. The pupils were shown the importance of reading rapidly and silently to get the news.

In the next fifteen minutes the children read the articles. Some of them finished before the time was up and they were directed to read another article.

In the next five minutes there was a brief discussion of the content of the article. Some discussion was aroused and various opinions were expressed.

In the last ten minutes the pupils read other articles and enjoyed them very much.

In this lesson four or five of the children finished the little paper. Three of the others asked if they would be permitted to finish the paper later. One only was not successful in reading this edition. The teacher realized his inability and gave him a paper on first-grade level but not marked first grade. Thereafter she always obtained "Edition One" for this boy which he seemed to enjoy because he was successful in obtaining information. Success creates interest.

Sometimes the test on the last page of the paper was used to evaluate retention and comprehension with good results.

Reading to Correct Defects: Many materials are now available for use in the correction of specific defects. In this lesson the Gates-Pearson *Practice Exercises in Reading* were used. Although the lesson visualized for this summary was taught to a sixth-grade group, Books Three and Four were used. These materials are of third-grade and fourth-grade levels respectively. From them specific materials were assigned to each child.

The following is illustrative of how assignments are made. C. H. made the following scores upon the *Gates Silent Reading Tests*.

Reading for:	Reading Grade Level
A. General significance.....	5
B. To predict outcomes.....	5.5
C. To follow precise directions	4.1
D. To note detail.....	4.9

In October he was found to be retarded two years in reading to follow precise directions. The teacher knew that Book Three of the Gates-Pearson Materials would be more effective for this boy than Book Four.

A group of four exercises in Book Three C was assigned to C. H. who made mistakes on two of the exercises. The specific exercises upon which the mistakes were made were indicated by a student marker chosen for the day from the non-remedial group. C. H. reviewed these exercises, found his mistakes, received credit, and was assigned other materials.

The other children of the class were assigned materials similarly. One who was deficient in reading to obtain the general significance of a paragraph, was given materials to correct this at the level upon which he was capable of reading successfully. Others were assigned materials in reading to note detail. Some were given materials on third-grade level, others were assigned work of fourth-grade difficulty. Each child was guided to read (1) at the level where he was capable of succeeding and (2) the types of materials necessary to overcome his particular deficiencies.

Each child's progress was noted. Assignments made over a period were first of one kind of materials then of another; first easy exercises, then more difficult ones. The child was sometimes challenged with a difficult exercise of great interest. He was motivated to read not only because of intrinsic values but also to obtain extrinsic goals of skill and ability.

At first progress was slow for many, but one period each week gave good results and often twelve or even sixteen of these exercises were successfully completed in a class period.

Free Reading: One of the most helpful exercises in silent reading was carried out in the library. Special efforts were made to get first-rate library books of all levels and of various types. Pamphlets, paper-covered books, beautiful books, encyclopedias were made available. In choosing the books, researches on children's choices in prose and poetry were utilized.

Once a week, the classes went to this reading room. At first the individuals browsed. Later on it was observed that the browsing period was brief. Many seemed to lose no time but went immediately to the section desired, chose a book, and began reading. The teacher observed methods and procedures adopted by each child. She noted the interest of each in books, and recorded the number and titles read.

Usually in the last ten minutes of the period the group gathered around a table and discussed the books read. In this way interests were broadened and enhanced.

Interests guided properly in this room

by means of this well-supervised exercise are often lasting. They continue into vacation. They last through life. The love of good books is a growing, developing passion in many of the children so taught.

Oral Reading: There is now in our American schools a group of poor oral readers, partly because of the misunderstanding of the statistics which show the low comparative utility of oral reading and the high comparative use of silent reading in life. Two types of lessons in oral reading were practiced in St. Thomas Apostle school. The first was group audience reading and the second individual remedial reading.

For the *Audience Reading* lessons, careful preparation was made by every child. Generally, the free reading period was helpful in making preparation. Here often was found the selection which the child thought he would like to read to the group. He withdrew the book, took it home, prepared for the reading by reading, by understanding, by looking up meanings and pronunciations of difficult words. He assumed responsibility for a good performance.

It was generally the case that the selection read was one with which the group was unfamiliar. Thus interest was sharpened. Good readers distinctly were a motivating influence to others. Poor readers distinctly read to a smaller group or only to the teacher. Poise, enjoyment, and the thrill of good expression and success eventuated from this work for the individual. Broadened experience and healthy widening interests came to the group.

Mechanics: A special-needs day was inaugurated when needs arose. Such a day might be a teacher's choice day, when the teacher did what she thought best for each individual of the class. Often members of the class asked for drill. Phonics drills and vocabulary study were engaged in. Phrasing, flash cards, drill, the dictionary, the index, and the table of contents were utilized. Often specific difficulties in other fields were attacked. Pronunciation, articulation, enunciation, and meaning were developed. Often small groups were taught, sometimes individuals, sometimes the whole group, as needs were noted. Always the need for the lesson or drill was made clear to the child. He knew why he did the chore, if chore he thought it to be. He knew the benefit to be derived from the drill and so attacked it with vigor. Often the work was his own choice.

Results of Program

In the seven and one-half months between two testings (October 5 and May 20), the average improvement of the 95 remedials was 9.65 months as measured by two forms of the *Gates Silent Reading Tests*.

Table I indicates the I.Q.'s of the 95 who were in the experiment project from October to May. It shows that 74 of the individuals, to begin with, had I.Q.'s lower than 100. Forty-one or nearly half of

TABLE I. Intelligence Quotients of Remedial Readers at Various Grade Levels

Grade	4	5	6	7	8	Total
I.Q.						
110-116	2					2
100-109	2	6	1	3	7	19
90-99	10	4	1	7	11	33
80-89	8	6	2	8	4	28
70-79	1	2	2	2	2	9
60-69			4			4
Total	23	18	10	20	24	95

TABLE II. Gain in Months of 95 Retarded Readers

Grade Level	4	5	6	7	8	Total
28					1	1
21					1	1
19	1	1		1	3	6
18				3	1	4
17						0
16				1	4	5
15	1			1		2
14		1		1	1	3
13				2		2
12		1	1	3	2	7
11	1	1	1		1	4
10	2	2		2	2	8
9	2	2	3	2	3	12
8	2	2			2	4
7	1	2		1		4
6	1	2		1	2	6
5	8			1	1	10
4	1	1	2			4
3	2	2	3			7
2		2				2
1	1			1		2
No Gain		1				1
Total	23	18	10	20	24	95

them had I.Q.'s of less than 90. However these remedials made greater progress than is generally expected of children of average I.Q.

Table II indicates the gain in months at the various grade levels. The average gain was 9.65, the median 9.63. The *Progressive Achievement Tests* indicated approximately the same gains as the *Gates Tests*. The *Modern School Achievement Tests*, however, showed a greater comparative gain; in four months from January 28 to May 24, the indicated average improvement was seven months.

The real gains cannot be expressed, however, in statistical medians or averages. More important than the fact that these retarded children made approximately a year of progress in seven and a half months are the manifestations of growth, interest, and will to work.

These children were proud of their accomplishment. They thrilled with joy when they finished their first books. They were more and more engrossed in the knowledge and information which they had gained. Their personalities developed. They became increasingly confident and independent. They came to like school more and more as success came to them.

The weak and the ignorant are quickest to threaten and to punish, and it is only where teachers lack moral and intellectual power that they resort to harsh measures. — *Archbishop Spalding*.

Sidelights on the History of Catholic Education in America

Teaching in the Wilderness

Epsy Colling

YOU think too much of children and youth," a visiting Huron chief once made bold to tell Mere Marie of the Ursulines. "With us Indians it is different." The red man knew little of the Order of St. Ursula, whose members are never without a child to train and care for. Neither did he know the forceful Mere Marie. The foundress of the first girls' school in the Western Hemisphere was too busy erecting a monastery in the wilderness of Quebec to pay any heed to the words of a critical Indian.

Three hundred years ago, Quebec was a little, thirty-year-old village of log and stone, set down in dense forests a thousand miles from the nearest white settlement, continuously beset by the angry Iroquois, and forever propitiating the hungry Huron. In such a place, four pioneer French women, inspired by Mere Marie of the Ursulines succeeded in building one of the world's most famous convents. That such a great work should have been accomplished by a handful of pioneer women is practically unbelievable until one considers the type of woman produced by the French middle class.

Marie Guyart, one of the most famous representatives of that group of women, was born in Tours, October 28, 1599. At the command of her parents she married a man named Martin, who died before she was twenty, leaving her with an infant son. Through her widowhood, she achieved the only sort of independence a French woman of her day could know. At once, she turned her thoughts to religion, but put aside her own desires, for the time being, as she had to take care of her boy during the first few years of his life.

The School of Experience

She went, therefore, to live with her sister, whose husband was a quartermaster of artillery and often absent from home. With the natural aptitude for management so often seen in French women, Marie Martin took up gradually the work of looking after her brother-in-law's affairs, her sister being in delicate health. For twelve years, she kept accounts, ordered servants, supervised the children of the household, made shrewd investments, wrote out contracts, and saved her relatives' money for them. Nowadays, she would probably be called an efficiency expert. So Providence laid the foundations on which the great Ursuline enterprise of Quebec was finally erected.

When the twelve years were up, Marie found it possible to place her son in a monastery in the south of France, her husband having left her sufficient means

A tribute to the Venerable Mere Marie Guyart of the Incarnation, generally called Mere Marie of the Ursulines, in commemoration of the three hundredth anniversary of her arrival in Quebec.

to educate him. Soon after the boy went, she joined the Ursuline Order at Tours, the city of her birth. There she spent eight valuable years, first learning and then teaching. Mere Marie of the Incarnation, as she must now be called, was then a practical pedagog and an established Ursuline as well as an efficiency expert.

For such a person, the narrow confines of the school at Tours did not offer sufficient scope nor interest. Through the *Jesuit Relations* for 1635, she learned that a certain Père le Jeune, missionary to the Indians at Sillery, a village near Quebec, was urging the Ursulines to establish themselves in Canada. From that time on, Mere Marie concentrated on the idea of founding a monastery in the wilds of New France.

A Dream Comes True

She was fortunate in interesting the famous Father Vincent de Paul and Father Condren, general of the Oratory in Paris, in her project. These far-seeing churchmen introduced her to Madame de la

Peltrie, a wealthy woman who wished to devote all her means to Christianizing the Indians of Canada.

Mere Marie and Madame de la Peltrie seemed to see eye to eye when it came to looking at missionary enterprises. In a very short time they had set sail for the West, taking with them, Mere St. Joseph, the "laughing nun," Mere Cecile Richer de la Croix of Dieppe, and Madame's secretary-companion, Charlotte Barre. Mademoiselle went with the understanding that Madame de la Peltrie would later pay her dowry and enable her to become an Ursuline.

The five women made the voyage in the company of three Augustine Sisters who planned to found a hospital. During the long, uneventful trip, the representatives of the two orders began a friendship which has endured for three centuries.

The two groups of pioneer women were met at the little wharf of Quebec by the governor and his staff together with all the farmers, *coureurs de bois*, artisans, and tradesmen of the community. The military band played and cannons were fired in their honor. Later, there were a procession and a *Te Deum* in the little church of Our Lady of Recovery, which had been built by Champlain, founder of Quebec.

Pioneers in the Wilderness

All this tumult was, however, a purely masculine idea of welcome. When it had died down, the women found that no practical provision had been made for sheltering them while they made arrangements for the building of their homes.

They went, therefore, to the Jesuit who had been instrumental in bringing them to Canada and spent several weeks at the Indian village of Sillery with Father le Jeune. There they all began the study of the Algonquin language, for the Hurons, among whom they expected to work, belonged to the Algonquin family.

At last, the Ursulines obtained the loan of a small log building of two rooms in the lower town of Quebec down near the wharf. There they lived during the three years it took to raise the walls and put on the roof of the original convent. Mere St. Joseph, with her usual mischievous humor, promptly christened their log home, the *Louvre* after the palace of the French king. Almost at once, the *Louvre* was swarming with little Indian girls, who went to school to Mere St. Joseph in one room and slept in bunks in the other. The French girls of Quebec went to the Sisters for instruction, but while they were in the *Louvre*, it was necessary for the white children to go home at night.



Ven. Mother Mary of the Incarnation.
Founder and first superior of the Ursuline
Convent in Quebec in 1639.

—After the painting by Bottoni, Rome, 1878

Mere Marie spent the best part of her energies in supervising the building of the monastery; but in her spare time she looked after the housekeeping at the *Lowvre*. The Indian girls, in time, proved to be valuable little helpers; but one doubts their usefulness during those first, hard, early months.

Probably Mere Marie and Mere St. Joseph made the little girls sit high up somewhere in the tiers of sleeping bunks to keep out of the way while they did up the work.

Madame de la Peltrie built herself a modest dwelling near the proposed monastery where she and Miss Barre established themselves. Madame was a great favorite with the Hurons whom she really loved; and she honestly did spend all of her income on their welfare. It was her money which paid for the entire building of the first Ursuline school; and it was no small affair when one remembers that it was built thousands of miles from civilization and that labor was scarce and very high priced.

The New Convent

In 1642, the new stone building, ninety feet long and two stories high, was completed and the Sisters moved in. The place was so big that it took a hundred cords of wood to supply its fireplaces during one Quebec winter.

Soon it was swarming with girls, both red and white, and the work piled up. Charlotte Barre embraced religion and new nuns came over from France; but there was always too much to do.

In addition to the children there were the visiting Indian adults, whom Mere St. Joseph insisted upon calling the "parlor visitors." The good Ursulines always instructed and fed these grown-up red people; and a pot of *sagamite*, as corn meal mush was called, was always on the fire. On occasional feast days, *sagamite* was enriched by black plums, pork, tallow candles, and bread all boiled together; but, as a rule, plain *sagamite* sufficed. At any rate it was good enough for the Ursulines—if they got any. The Hurons, it would seem, never went away until the kettle was scraped clean.

By evening, the Ursulines were so tired they would rather go to bed hungry than bother to cook themselves a meal.

For eight years, life went busily on in the stone monastery, one day being like another. There was school. There were the "parlor visitors." There were milk, butter, weaving, spinning, baking, and brewing to be looked after, not to mention soap and sausage making, scrubbing, dusting, and seeing that the hundred cords of wood were cut and stacked. Mere Marie, naturally, whether she was superior or not, was the acknowledged leader, and nothing much was done without her approval and consent.

Disaster Comes

Then came the fire! In 1650, the monastery was so badly burned that only parts

of the ruined walls remained. The catastrophe was the direct result of weariness and overwork. A lay sister, having put some embers under her wooden bread trough to warm it, fell asleep and let the trough catch fire.

It was winter and bitter cold. The first flame, encouraged by the draft of rushing chill air, spread so rapidly that it was extremely difficult for the Sisters to get the children out in safety. Nothing was saved.

The poor little Indians had to go back to their huts in the forest where food was at a premium. The nuns went to live with their kindly friends, the nursing Augustinians, from whom they had to borrow clothing as well as shelter.

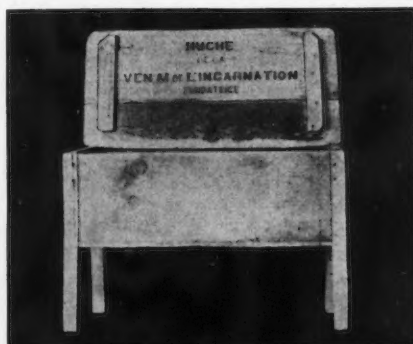
Mere Marie and her household lived as Augustinians for the nonce, accepting all the rules of their hostesses and doing all they could to make everything easier for everybody.

Springtime saw Mere Marie and the rest of the nuns digging in the rocky ruins of their school. They refused even to think of returning to France. With their own hands they started rebuilding. Little presents came in from here and there. The Jesuits gave them cloth to make habits. Settlers offered food and household necessities. But the country was itself so poor that help had to come from France if there was to be another school.

And a New Start

Madame de la Peltrie wanted to build a church. She had always planned on doing so; and, remarkable to say, Mere Marie accepted a church without demur and set about raising a building fund from other sources, the other sources turning out to be all the wealthy or influential persons whose names were known to her. She began what some people consider the most charming begging letters in history. At any rate, she charmed enough money out of far-away Frenchmen to pay for a new building.

The walls of this second monastery are still standing, although they have, with the passage of three centuries, been marked by fire, time, and change. Change was the greatest of the three, for the original walls have been added to until



Huche or Bread Trough Used by Ven. Mother Mary of the Incarnation.



Main Entrance to Ursuline Convent in Quebec.—The stone walls of the lower stories were so well built by Mere Marie in 1642 that, although twice burned, they are still in use.

the Ursuline Monastery covers a whole city block.

Mere Marie labored in Canada for thirty-three years. Even in the new convent, she made bread with her own hands, the huche or wooden trough used by her being one of the most interesting of the Ursuline relics.

In 1671, she died. Her remains, mingled with the dust of the brave heart of Madame de la Peltrie, lie in a beautiful sarcophagus in the convent church.

MAKING RELIEF MAPS

Teachers or students can make serviceable relief maps of plaster of paris. Place a frame the size of the finished map on a flat surface. Cover the surface with wet plaster of paris to a depth of about a quarter of an inch. Then add more plaster for mountains and plateau lands. A little experimenting will teach you how wet the paste should be. Never mix more than a pound at once.

Dry colors may be mixed with the plaster of paris before adding water, or water colors may be applied after the model has "set."

Success in school management depends mainly on watchful and unremitting attention to little details.—J. R. Blakiston.

Charity, Learning, Democracy

The spread of the Gospel of charity, the preservation of the spirit of learning, and the dedication to principles of American democracy are responsibilities that rest upon every American student, said Dean Virginia C. Gildersleeve of Barnard College, at the Communion breakfast of 1,300 students closing the annual convention of the New York Province of the Newman Club Federation.

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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Pope Pius XII

"I announce to you a great joy," said Cardinal Deacon Caccia Dominioni to the surging crowds in St. Peter's Square in Rome on the late afternoon of March 2. "We have a Pontiff, the most eminent Cardinal Pacelli, who takes the name of Pius XII."

So, after the light smoke rose above the Sistine Chapel, the news came to the world that the Cardinal Secretary of State, Eugenio Pacelli was the new Pope with the name Pope Pius XII—the first Roman-born pontiff in 216 years, and the first Secretary of State to be made pontiff in more than 400 years.

It was a very happy choice.

It was a very fitting choice.

It was exactly suited to the time.

The name of the new Pope is symbolic of the fact. The policies of Pius XI will be continued by Pius XII, by one who knew these policies most intimately and their bases, and who undoubtedly had a share in formulating them. He was ready to carry on, the day of his election. The great policies of the Vatican will go on without interruption. The immense prestige and world influence of the Vatican will not only continue but will increase. It is strange how so alike in ideas and policies was the trained librarian who was Pope and the trained diplomat who is Pope.

How well prepared the new Pope is for the really burdensome and awesome responsibilities of the Papacy in this strangely drifting world! The fine training under Cardinal Merry del Val as a papal undersecretary of State, and his varied and successful experience in the old Germany and the amazing new Germany of Hitler, and recently the nine years as Secretary of State, with a view of South America as a Papal Legate to the Eucharistic Congress at Buenos Aires. And brief though it was, his recent visit to the United States will not be without its effect.

He, too, like his predecessor, will be a Pope of Peace—not, however, in the narrow sense in which some of our newspapers use the title. Less than twenty-four hours after his elec-

tion he spoke to the world a message of gratitude, a message of hope, and a message of peace. Pope Pius XII said in this message to the world:

"To this paternal message we wish to add hope and an appeal for peace.

"We mean that peace which our predecessor of pious memory recommended to men with so much insistence and invoked with such ardent prayers and for which he offered his life to God; that peace, sublime gift of heaven, which is desired by all honest souls and which is the fruit of charity and justice. We invite everybody to peace of conscience, tranquil in the friendship of God; to peace of families, united and harmonized by holy love of Christ and, finally, to peace among nations through mutual, brotherly assistance and friendly collaboration and cordial understandings for the superior interests of the great human family under the watchfulness and protection of Divine Providence."

May every grace from heaven give strength and insight to this "pastor angelicus" who now as the Vicar of Christ rules his Church.—E. A. F.

Southern Leaven

One hears much about Catholicism in the South and perhaps one has some misgivings about it. At any rate one wonders. Recent brief visits to its Queen City were truly inspiring. The most recent one occurred when the traditional medieval celebration of Shrove Tuesday was being carried on with an Old World splendor and pageantry in a new world in its lovely city of flowers near the sea.

The spirit of carnival was rising in the city and the spirit of romance. Its celebration had all the reminiscence of a fine chivalry of the past. There were queens galore, queens of floral trails, and of this and that, as well as the Queen of *Rex*.

It was, therefore, inspiring to find here, too, a spiritual leaven—a leaven that will, we think, work wonders. It was symbolized by certain individuals. We want to tell you about them. It was a pleasure to be invited to a "little" lunch with His Excellency, the Archbishop of New Orleans—a prince of the Church, and a prince indeed, and withal a democrat, loved both inside and outside the Church as one learns on every hand. The Church is fortunate indeed in having such leadership where so much can be done. This is truly leaven.

We met a doctor (J.T.N.), from all accounts and evidence a highly skilled professional man. One minute you would be talking to him; next minute he was gone on his message of mercy. Night or day it was the same story. Wherever there was need for his merciful ministrations he was there. We have met the specialists whose service is practically limited to his office hours. Not so our friend. Here is utter selflessness. And, what is significant for us, the motive for this consecration of life is the religious motive. His life is in a genuine sense a consecrated life—and his joy is the service of his Lord and God. That is the kind of leaven that shall leaven the whole.

We met, too, an adjutant general (J.O.K.) of a neighboring state—a fine, vigorous type of man, personally very attractive. Close association with him for a few days revealed he was a daily communicant. In the midst of strenuous activities he sought out the little near-by church daily. It was an inspiring example. One did not expect it there—though there

was no reason one should not—and one was pleasantly surprised and raised in spirit. This, too, will leaven the whole.

We met, too, a gentle priest (H.A.G.), ingratiating in manner, full of vision of what is ahead for Catholicism in the South, and strong and vigorous in his activity. He is the rector of a Catholic university. He is young, very young for his responsibilities, but equal to them. He is not compromising the educational standards of his institution for a present large student enrollment. He is building permanently. He has a great vision and a high ideal that guides him. We met, too, some of his colleagues for a few days of fine human and humane as well as spiritual companionship. This will also leaven the whole.

Let these be illustrative of a leaven that is working in the South. One cannot help adding a comment on the attitude of the people one meets. In connection with military duty we met people from sixteen states and many from New Orleans. They were generally lovely and kindly, gracious people and the non-Catholics were surprisingly and uniformly sympathetic toward the Catholic Church. With such leaven working, there is ahead a great day for Catholicism in the South.—E. A. F.

An Example of Enlisting Support

Apropos of our editorial on the support of the Church, and the intimation that the methods that have lately become rather general indicate a failure in our training and education program, we were very much interested to read this item in the weekly bulletin of a parish church:

"In order to acquaint our people with our problem in maintaining church and school, we offer the following statement of the average monthly expenditure through the year.

"Each Month We Must Pay:

Archdiocesan Dues	\$ 175.00
Salary and Board Allowance of Priests.....	320.00
Salary of Teachers (12 months).....	725.00
Salary of Janitors.....	225.00
Secretary, Collector	100.00
Fuel (12 months).....	170.00
Electricity, Gas, Water, Telephone.....	98.00
Printing and Postage.....	40.00
Ordinary Repairs	100.00
Insurance	50.00
Sundry Supplies for Church and School.....	58.00
Interest	436.00
Payment on Indebtedness.....	530.00
Total	\$3,027.00

"This figure does not include any major repairs or improvements, yet it shows that it is necessary to raise \$750.00 a week through the year. Pew rent or membership dues average \$280.00 a week. Other items increase the total, but we wish to show you how much we must depend on the Sunday Offering, which has been anything but satisfactory lately. Please be as generous as possible, and use the envelopes, so that due credit may be given."

This is excellent. It shows the right attitude and it brings home surprisingly the things we have assumed people knew or could develop for themselves. They did not as a matter of fact bother thinking about it, and they did not realize it until it was brought home in some such concrete fashion. This is effective adult education. We still need to make clear to chil-

dren in school the nature of the problem and their duty to support the Church, for it can live in no other fashion. Incidentally some lessons might be drawn from those countries where the government contributes to the support of the Church and clergy, by telling what is happening there.

If one might add a postscript it might be said that the financing of Catholic schools, particularly institutions of higher learning, could profit from the same technique. Religious orders that are straining every muscle to make "both ends meet" are referred to as "those rich this (order) or that"—and the normal flow of philanthropy is stopped at the source. The Catholic laity need to be taken fully and frankly into the confidence of the college authorities, and in knowledge and understanding, the basis of adequate support will be found.

Let us tell the laity the facts—all the facts—and secure their co-operation—not the rich only but all Catholics.—E. A. F.

"What May the Catholic Child Expect?"

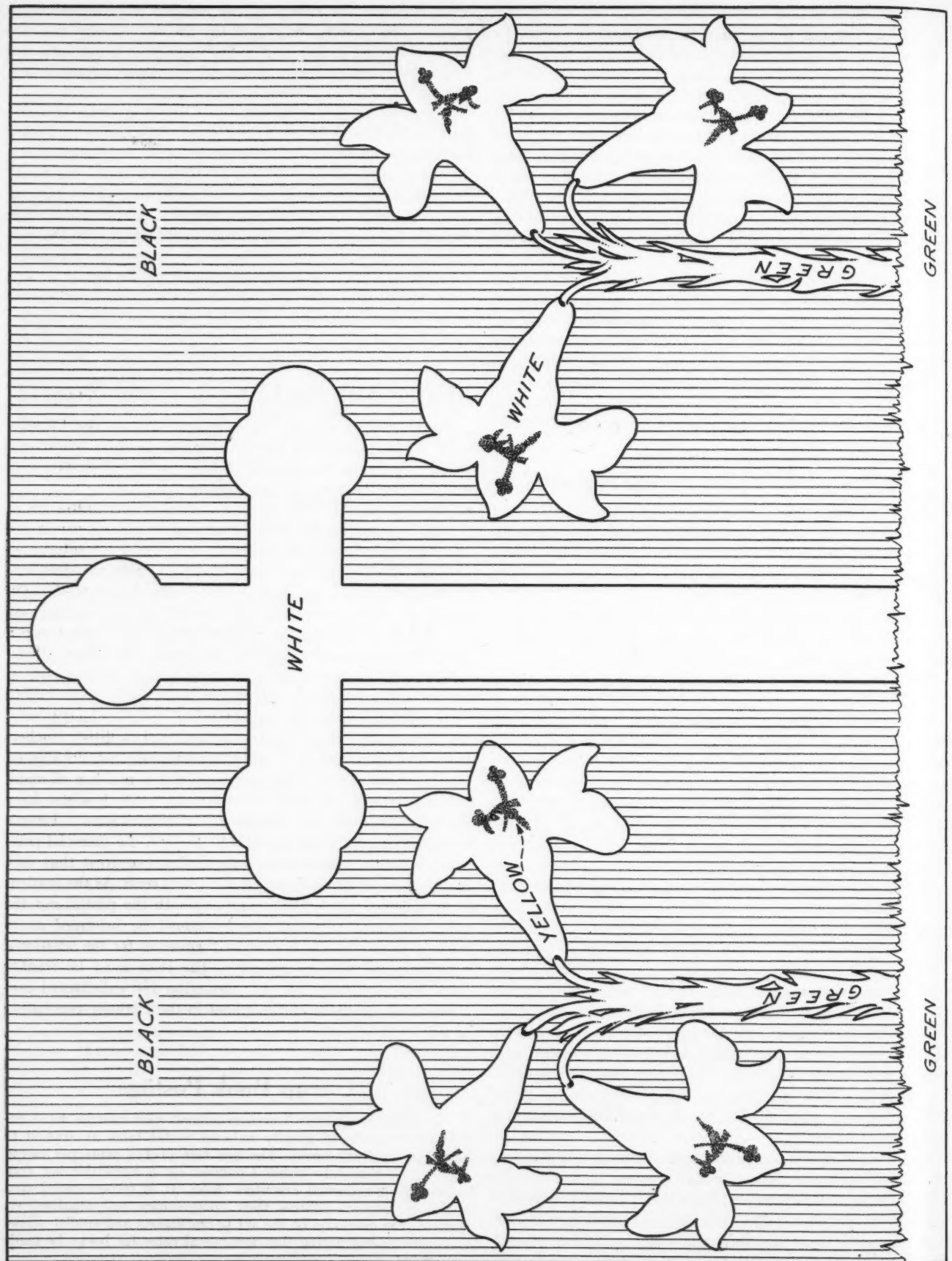
We have been asked: "What is the right of the Catholic child to the best actual education in the Catholic-school system?" We do not know what specific condition prompts this question, so we give a general answer.

The first answer to this question is given in the direction of the Baltimore Council: The Council of Baltimore set as the standard for the parochial schools, a school "not inferior to the public schools." The Catholic child is entitled, therefore, to an education as rich, as full, and as effective as public education is in its sphere, and dominating and animating and vitalizing it should be the religious education of the Church. For the Catholic school this is, of course, an integral education, and the test of it is that it must not be inferior even as secular education to the public.

As guidance programs, psychological and psychiatric services, new testing programs, new recreational facilities, teachers with more advanced training, better textbooks, smaller classes, more individual attention, are provided, the problem of maintaining these "externals" of education—which often have their influence on the "essentials" of the process—become more difficult for Catholic schools. In fact, the financial pressure on public schools is in certain places so great that they had to close for at least part of the school term. As the burdens of educational expenditures increase both the pastor and the people—particularly the people—must be informed as to what is happening and to prepare themselves for the additional sacrifices that will be necessary. The issue must be frankly faced but must be based on information and enlightened conceptions of the place of the school in the Catholic conception of life.—E. A. F.

Cheap Book Postage

Since October, 1938, American schools and colleges have enjoyed the benefit of greatly reduced postal rates as applied to school and library books. The low rate of 1½ cents per pound will expire next July unless Congress by a legislative act continues the presidential executive order. It is recommended that school authorities address their congressmen and senators, requesting the extension of the act to workbooks and similar school publications and urging that low postal rates for books be made permanent.



Easter Poster, Window Decoration, or Blackboard Drawing.

— Sister Alphonsus Marie, S.S.J.

Practical Aids for the Teacher

The Number "Three" in Religion

A Sister of St. Benedict

PART ONE

Consider the following as questions and give the answers.

1. Three divine persons in God
2. Three members of the Holy Family
3. Three divine virtues
4. Three archangels
5. Three principal parts of the Mass
6. Three good works especially pleasing to God
7. Three groups belonging to the Communion of Saints
8. Three destinies of the soul after death
9. Three kinds of grace
10. Three things necessary to constitute a sacrament
11. Three things required for a sacrifice
12. Three things necessary to constitute a sin
13. Three evangelical counsels
14. Three patriarchs of the Old Testament
15. Three Wise Men
16. Three gifts the Wise Men offered
17. Three children in the fiery furnace
18. Three sons of Noe
19. Three Apostles who witnessed the Agony, Transfiguration, and Miraculous Draught of Fishes
20. Three prayers that are recited during Mass three times
21. Three nativities celebrated in the Liturgy
22. Three sacraments which impress an indelible mark on the soul
23. Three holydays of obligation that begin with the letter "A"
24. Three popes mentioned during the Canon of the Mass beginning with the letter "C"
25. Three Major Orders
26. Three articles used to prepare the chalice for Mass beginning with the letter "P"
27. Three divisions of the Books of the Old Testament
28. Three days of the week that are fast days during Ember Week
29. Three mysteries of the Rosary
30. Three kinds of baptism
31. Three great Fathers of the Church beginning with the letter "A"
32. Three principal feasts of the year
33. Three languages used for the inscription on the cross of our Lord
34. Three faculties of the soul
35. Three children of Adam mentioned in the Bible
36. Three words appeared upon the wall in the palace of the Babylonian king
37. Three Marys stood beneath the cross of Jesus
38. Three times the Archangel Gabriel was sent to earth, to
39. Three offices of the Pope signified by the triple crown he wears
40. Three patriarchal churches of Rome
41. Three persons who saw the wounded man on his way from Jerusalem to Jericho
42. Three articles placed in the Ark of the Covenant
43. Three sacrifices of the Old Testament mentioned in the Mass which prefigured the Sacrifice of Calvary

44. Three times the Sign of the Cross is made at the Gospel, on the
45. Three occasions of sin
46. Three names given to the lake mentioned in the Gospels
47. Three persons whom Jesus brought back to life
48. Three feasts listed in the Liturgical Calendar commemorating seven of a kind
49. Three Josephs mentioned in Bible history
50. Three times a year all the males of Israel were to appear before the Lord

PART TWO

Fill in the blanks.

51. Three first commandments refer to
52. Three hours our Lord hung on the
53. Three times the catechumens were immersed in the by the bishop.
54. Three years Christ to the people.
55. Three thousand souls were added to the Church after first sermon.
56. Three days remained in Damascus after he was struck blind.
57. Three times a voice spoke to as he was praying on the roof of the house at Joppe.
58. Three hundred years the waged unceasing war on the Church.
59. Three days were granted to St. in which to collect the treasures of the Church.
60. Three times we strike our breast at the recitation of the
61. Three days and sought the lost Child.
62. Three white linen cloths are used to cover the table.
63. Three times denied Christ.
64. Three times Jesus asked His Father to let the pass.
65. Three tabernacles suggested to our Lord at the Transfiguration.
66. Three months the mother of hid her child.
67. Three days remained in the belly of the whale.
68. Three branches of grapes were seen in a dream by the chief who was in prison with Joseph.
69. Three baskets of meal were seen by the chief
70. Three daughters belonged to the family of
71. Three times the Lord called
72. Three days after His death our Lord from the dead.
73. Three times sent a dove from the ark.
74. Three times the priest intones the on Holy Saturday.
75. Three altar cards are used for the celebration of
76. Three Masses are said on and on
77. Three times our Lord fell under the weight of the
78. Three times the Alleluia is intoned on
79. "Three days they have been with Me," said.

80. Three angels in the form of young men approached tent.

81. Three days a horrible darkness came over (one of the plagues).

82. Three months after the Israelites left they came to Mount Sinai.

83. Three was the age of when his mother presented him to the high priest.

84. "Three years there shall be no rain nor dew," prophesied to King Achab.

85. Three days Queen spent in prayer and fasting before she approached the king.

86. Three times the devil tempted our Lord in the

87. Three times Jesus returned to His Apostles in the Garden of

88. Three journeys were undertaken by St. to spread the Gospel.

89. Three Epistles were written by St.

90. Three days before the Ascension are called days.

91. Three candles in the form of a triangle are carried in the procession on

92. Three holy women bought sweet spices that they might anoint the of Jesus.

93. Three times Jesus asked St. "Lovest thou Me?"

94. Three Holy Oils are consecrated on by the bishop.

95. Three times the priest genuflects on both knees during the veneration of the Cross on

96. Three years was the age of the Blessed Virgin when she was in the temple.

97. Three times the priest sings at the unveiling of the cross on "Behold the Wood of the Cross."

98. Three days journeyed with his son before they reached Mt. Moria.

99. Three days, son of Solomon, made the people wait for an answer.

100. Three times a day the is prayed.

KEY TO PART ONE

1. Father, Son, Holy Ghost
2. Jesus, Mary, Joseph
3. Faith, hope, charity
4. Michael, Gabriel, Raphael
5. Offertory, Consecration, Communion
6. Prayer, fasting, almsgiving
7. Faithful on earth, poor souls in purgatory, saints in heaven
8. Heaven, hell, purgatory
9. Sanctifying grace, actual grace, sacramental grace
10. Visible sign, institution by Jesus Christ, conferring of grace
11. Victim, priest, altar
12. Matter, knowledge, free will
13. Poverty, chastity, obedience
14. Abraham, Isaac, Jacob
15. Caspar, Melchior, Baltazaar
16. Gold, frankincense, myrrh
17. Anania, Azaria, Misael
18. Cham, Sem, Jophet
19. Peter, James, John
20. Sanctus, Agnus Dei, Domine non sum dignus
21. Nativity of our Lord, (Dec. 25), Nativity of the Blessed Virgin (Sept. 8), Nativity of St. John Baptist (June 24)
22. Baptism, Confirmation, Holy Orders
23. Ascension, Assumption, All Saints
24. Cletus, Clement, Cornelius

25. Subdeacon, Deacon, Priest
26. Palla, purificator, paten
27. Twenty-One Historical Books, Seven Moral Books, Seventeen Prophetical Books
28. Wednesday, Friday, Saturday
29. Joyful, sorrowful, glorious mysteries
30. Water, desire, blood
31. Ambrose, Augustine, Athanasius
32. Christmas, Easter, Pentecost
33. Hebrew, Greek, Latin
34. Memory, understanding, free will
35. Cain, Abel, Seth
36. Mane, Thecel, Phares
37. Mary, the mother of Jesus, Mary of Cleophas, Mary Magdalen
38. Daniel, Zachary, Blessed Virgin
39. Teacher, lawgiver, judge
40. St. Peter's Church, St. Mary's Major, St. John Lateran
41. Priest, levite, Samaritan
42. Two tablets containing the Ten Commandments, Vase of Manna, Rod of Moses
43. Abel, Abraham, Melchisedech
44. Forehead, lips, breast
45. Persons, places, things
46. Sea of Galilee, Lake of Genesareth, Lake of Tiberias
47. The Widow's Son, Lazarus, Daughter of Jairus
48. Seven Brothers (July 10), Seven Holy Founders (Feb. 12), Seven Sorrows (Sept. 15)
49. Joseph of Egypt, Joseph, Foster Father of Jesus, Joseph of Arimathea
50. Feast of the Pasch, Feast of Pentecost, Feast of the Tabernacle.

KEY TO PART TWO

- | | |
|---------------------|-------------------|
| 51. God | 76. Christmas and |
| 52. cross | All Souls Day |
| 53. water | 77. Cross |
| 54. preached | 78. Holy Saturday |
| 55. Peter's | 79. Jesus |
| 56. Saul | 80. Abraham's |
| 57. Peter | 81. Egypt |
| 58. Romans | 82. Egypt |
| 59. Lawrence | 83. Samuel |
| 60. Confitoor | 84. Elias |
| 61. Mary and Joseph | 85. Esther |
| 62. altar | 86. desert |
| 63. Peter | 87. Gethsemani |
| 64. chalice | 88. Paul |
| 65. Peter | 89. John |
| 66. Moses | 90. Rogation |
| 67. Jonas | 91. Holy Saturday |
| 68. butler | 92. Body |
| 69. baker | 93. Peter |
| 70. Job | 94. Holy Thursday |
| 71. Samuel | 95. Good Friday |
| 72. arose | 96. presented |
| 73. Noe | 97. Good Friday |
| 74. Lumen Christi | 98. Abraham |
| 75. Mass | 99. Roboam |
| | 100. Angelus |

You must capture and keep the heart of every workingman, before his hands will do their part. — Grover Cleveland.



Stimulating Interest in Geometry

Sister Ann Louise, S.C.L., M.A.

EDITOR'S NOTE. This is the third and last of the projects for the geometry class. The first appeared in January. The second, a contest in designing, appeared in March. You can use this story project to brighten the work of the fourth quarter.

Perhaps the most interesting of all is the fourth-quarter project, which correlates the study of English with geometry, in that the students are required to write stories, news items, or other literary attempts using geometric terms and characters. Many of the students take fairy tales and rewrite them, giving their characters the names of triangles, angles, polygons, or other geometric terms. Others compile newspaper reports or write mystery stories. In order to exemplify the interest in this type of project, I am including in this article a number of selections written by students in my last year's class.

Needless to say, all of these projects were great fun for the students who took a keen interest in the study of a "dreaded subject," and consequently acquired a greater knowledge of the facts and subject matter of geometry.

Society News

This morning at ten o'clock in the Circle Church on the corner of 52nd and Theorem Streets, Miss Parallel Lines married Mr. Right Angle. The Reverend Hex E. Gone read the services.

The bride was given in marriage by her father, Mr. Perpendicular Lines. The bride's sister, Miss Curved Lines, was maid of honor. Her dress was of proposition satin with a high adjacent collar. The bridegroom's twin sisters, Misses Vertical and Opposite Angles, were the bridesmaids. Their dresses were similar to that of the maid of honor. Major Arc was best man.

The bride wore a dress of semicircle satin fashioned with triangular gores and a curved collar. Down the front were small corresponding buttons. She carried pentagon lilies. The bride's little niece, Dotty Point, was flower girl. Her dress was made of tulle organdy. She carried a basket of rose petals. The group entered the church by means of a minor arc over the door.

After the services a wedding breakfast was served in the Hotel Principle. The main course was 3.1416 (Pi).

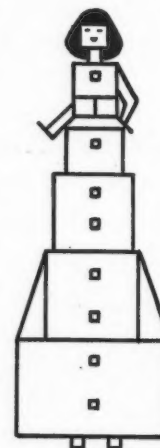
Mr. and Mrs. Right Angle will spend their honeymoon on Isosceles Triland.

— Dorothy Jean McGrath



The Story of Square Height and the Seven Angles

A Mathematician's Version of Snow White and the Seven Dwarfs



Once upon a time there lived *acute* maiden whose symbol was Square Height. Her isosceles home was a triangularly constructed castle congruently situated above the plains of Angleland. Over this proportional domain ruled the maiden's mean *antecedent*, the so-termed beautiful Queen. This Queen had in her circle of possessions a magic hexagonal mirror which could decree the facts in answer to any of her constant stream of questions. Her perpendicular nose was parallel to the ceiling over her supposed beauty so that she was not abbreviately surprised when the hexagonal

mirror decreed that Square Height's beauty was fourth proportional. Aware that her adjacent beauty was only third proportional, her variable anger reached its double prime and corresponded to a tangent of rage. Straightway she ordered the solid huntsmen to carry Square Height to the midpoint of the Forest of Harmonic Divisions and proceed to follow up with the *polygon* or "dead parrot" principle. The solid huntsmen took Square Height to the Forest of Harmonic Divisions. There they transformed the Queen's order by inversion and abandoned the frightened Square Height. Instead of intersecting her with a dagger the huntsmen substituted a pig's heart for that of Square Height's and presented it to the Queen as a convincing factor.



Meanwhile the right unhappy little girl, finding herself an isolated factor in the woods of Geome-trees, began to cry. No arcs of light were inscribed in the equilateral polygon of the forest but a *locus* buzzed and the obtuse eyes of many enormous curvilinear figures stared at her from between the trunks of similar trees. They struck a chord of fear in her until a semicircle of forest folk surrounded her and projected her to the rectangular home of the seven Angles. The rectangular house was inscribed in the center of a circular clearing and the path leading to it formed a radius to the circle. Down this path paralleled Square Height. She peaked into the octagon-shaped windows and found that circles of dirt were tangent to them. The occupants of the house were away so she and the forest folk entered. She cleaned the circles of dirt off all the seven segments of furniture using the end point of a squirrel's tail as an

equivalent for a duster. She retired when the hands of the clock reached 180 degrees.

Down the radius path came the seven Angles—Right, Acute, Obtuse, Vertical, Straight, Interior, and Exterior—walking in a broken line. Suddenly they spied a ray of light coming from the area in which they lived. Quickly they computed a formula of action. They entered and sought the Identity of the stranger with Right Angle leading the way up the stairs. They found Square Height sleeping, but Exterior Angle, surprised at the cleanliness of the place, sneezed, "a trapezoid! a trapezoid!" and awakened her. She asked them to include her as their coefficient house-keeper. They all voted for her except Straight Angle, who was overruled. They soon became a happy Family of Theorems.

Now in the Castle of Transversals the Queen had found out that Square Height was still alive. She soon set out for the point of

intersection where Square Height lived, and, computing a formula for a poison apple, fed the central cylinder to the girl. Square Height succumbed to the poisoning and when the Seven Angles returned, they found her dead, much to their solid grief. In the magnitude of their sorrow they called in a knight, Pythagorean Theorem, to see her. Appalled at her beauty, the knight stooped and embraced her. At this demonstration Square Height showed *sines* of life. Pythagorean Theorem professed his love for her and proved it by Statements and Facts. She stated that the feeling was mutually equiangular. Acute Angle brought the analytic news that the Queen was dead. They all then had a terminal celebration and in conclusion Pythagorean Theorem made a proposition of marriage to Square Height. Thereafter they lived harmonically for time extended indefinitely.

—Jean Marie Eble

Using Forest Resources: A Project Outlined

Sister Mary Donald, O.P.

I. Objectives

A. Teacher. To help pupils:

Attitudes and Appreciations

1. To develop an interest in the progress of this country.
2. To appreciate the value of our timber and the need for conserving it.
3. To appreciate the beauty and recreational value of the forests.

Social Qualities

4. To gain ability in working in groups.
5. To assume responsibility.
6. To grow in leadership.

Skills

7. To use reference materials.
8. To give concise explanations and reports.
9. To read in order to solve problems and answer questions.
10. To enrich their vocabulary.
11. To develop the habit of:
 - a) Searching for reasons and effects.
 - b) Noting the influences of time on the growth and development of the U. S.

Generalizations

12. To acquire the knowledge that:
 - a) Forests, like other products of the soil, may be harvested and new crops may be grown on the same land.
 - b) Destruction by forest fires may be greatly reduced by co-operation of the owners of the forests with the state and national governments.
 - c) Natural resources often determine the industry in which many of the people of a community engage.
 - d) Increased forest production will require the planting of trees on good forest lands which cannot reforest themselves.
 - e) In hilly or rugged regions, the steeper

slopes of land are devoted to forests or pastures, the more nearly level areas to crops.

f) Wood obtained from forests is used in some form by almost all people of the world.

g) Wood ranks with iron and coal as an aid to man in his attempts to rise in civilization.

h) Farm wood lots should be so improved that they will furnish a larger supply of timber products.

i) Intensive forest management is necessary for the permanent existence of industries based on forest products.

j) Hardwood forests grow on the soils that are better suited from the standpoint of crop production, while, in general, pine and other

evergreen forests grow out of the poorer soils.

k) A forest crop requires from thirty to one hundred years to grow into useful timber, but it makes a very valuable product for land not suited to agricultural crops or pasture.

l) The least fertile and the roughest lands are left in forest where climatic condition permits.

m) In order to supply the needs of the world, men must use the resources about them in the most economical way; they must increase production by means of conservation; and by wise consumption they must make the wealth of the world "go round" to all.

B. Pupil

1. To learn about the different steps in the process of preparing lumber for use.
2. To learn about the life of the lumberjack and to realize the difficulties and dangers of such a life.
3. To find out the extent of the lumber industry in the United States.
4. To acquire definite information about the relative values of various woods now used in the United States.
5. To find out about some of the most important trees, their appearance, habitats, and uses.
6. To gain an idea of the number of people interested in the lumber industry of the United States.
7. To gain an idea of the amount of money involved in the lumber industry of the United States.
8. To gain definite and worth-while information in regard to conservation of trees—the method, purpose, and the necessity of it.
9. To acquire definite ideas of geographical facts involved in the study of this unit.
10. To create a desire to read good material that will give vivid pictures of the lumberjack, life in a lumber camp, etc.
11. To learn about the many uses of lumber and the many byproducts of the forests.



Beech Trees in Pisgah National Forest, North Carolina.

— U. S. Forest Service

II. Subject-Matter Outline

A. Major Problem

An investigation of forests and their contributions to the progress and development of civilization.

B. Minor Problems

1. Forests—Value and Uses:
 - a) Descriptions of forests and trees.
 - b) How they serve us:
 - (1) Commercial uses.
 - (2) Noncommercial uses.
 - c) Conservation:
 - (1) Forestry.
 - (2) Enemies of trees: Fire, diseases, storms and winds, insects.
2. History of the development of the lumbering industry in America.
3. The lumbering industry today:
 - a) The chief forest belts.
 - b) Forest regions in the United States.
 - (1) Pacific Forest.
 - (2) Rocky Mountain Forest.
 - (3) Central Forest—Hardwood.
 - (4) Northern Forest.
 - (5) Southern Forest.
 - c) Other forest regions of North America:
 - (1) Canada.
 - (2) Alaska.
 - (3) Mexico.
 - d) Tropical forest regions.
 - e) Forest regions of the Eastern Hemisphere.
4. Logging as an industry:
 - a) Lumber camps.
 - b) Lumberjacks.
 - c) Organization of men.
 - d) Lumbering in different regions.
 - e) Sawmills.
 - f) Lumberyards.
5. Byproducts.
 - a) Chemical utilization of wood waste.
 - (1) *Oxalic acid*. It is prepared on a large scale by the action of fused caustic soda or potash on sawdust. It is used in dyeing,

calico printing, bleaching flax and straw, removal of inkstains, etc.

(2) *Ethyl alcohol*. Three processes in commercial operation within the past fifteen years using wood as a raw material for oxalic acid, ethyl alcohol, and galactan, respectively are no longer in operation. Hardwood distillation has been declining for several years on account of competition with new synthetic and fermentation processes that make its principal chemical products, acetic acid, acetone, and methanol.

(3) *Tanning extracts*. The production of tanning extracts from wood and bark is about stationary, but *chestnut* is the main species used for this purpose and soon there will be no more chestnut to utilize. There is, however, one promising development so far as present methods are concerned—the chemical use of wood cellulose is expanding.

(4) *Rayon*. Specially purified wood cellulose has competed successfully with cotton cellulose as a raw material for making viscose rayon. Its use may expand in this field and there is a possibility that it may even enter the field of other rayons and of other chemical cellulose products.

(5) *Wood tar*. It is obtained by the dry distillation of wood. It is used in the crude state for preserving rope, wood, etc., and for calking, or it is fractionated to obtain creosote, oil for varnish, material for axle grease, etc.

b) Bark products:

(1) *Cascara*. Obtained from bark of trees. Used for skin diseases and as a mild laxative.

(2) *Cork*. Obtained from the bark of the cork oak. It is composed of the walls of dead cells filled with air (Spain).

(3) *Tanbark*. Any bark rich in tannin, bruised or cut into small pieces, and used in tanning. Spent tanbark is used in circus rings, race tracks, etc.

III. Pupil Activities

A. Oral Reports Or Radio Talks On:

1. Fire prevention.
2. Duties and experiences of a forest ranger.
3. Description of the life of a tree.
4. Location of forest regions.
5. Commercial uses of trees.
6. Noncommercial uses of trees.
7. Logging.
8. Lumbering.
9. Conservation of our forests.
10. Various topics related to the unit.

B. Written Work

1. Letters to
 - a) Forest Service Bureau, Washington, D. C.
 - b) State Forester, State Capital.
 - c) Printing Office (Government), Washington, D. C.
 - d) Forest Products Laboratory, Madison, Wis.
 - e) American Forestry Association, 1523 "L" St., N. W., Washington, D. C.
 - f) Boy Scouts of America, 200 Fifth Avenue, New York.
 - g) Camp Fire Girls, 41 Union Square, New York.
 - h) Girl Scouts, 670 Lexington Avenue, New York.
 - i) Any lumber camps.
2. Report on what your state has done for conservation. (Arbor Day booklets will help you in this.)
3. Original poems on trees.
4. Make a list of:
 - a) Articles made of wood.
 - b) Products from trees. After each product tell from what tree it came and where the tree grew. Example:

Product	Tree	Region Where It Grows
Varnish	Lacquer Tree	Japan
Rubber	Rubber Tree	Tropics

c) Kinds of trees. After each tree state where it is found.

5. Composition giving the origin of "Arbor Day."

6. Make a graph showing percentage of total lumber production supplied by different regions.¹

¹Smith, Joseph Russel, *Industrial and Commercial Geography* (New York: Holt, 1925), p. 434.



Mixed Hardwoods, Pisgah National Forest, North Carolina.

— U. S. Forest Service

C. Map Work

1. On a large outline map of the United States show the important forest regions.
2. Show eight national parks in the United States.
3. On an outline map show the national forests of this country.²

D. Arts and Crafts

1. Frieze:

a) Show steps in lumbering and milling. Show the steps required to make a tree grown in a forest into part of a building or piece of furniture.

b) Show the steps in logging.

c) Show the steps in papermaking.

2. Tapestry:

a) Show a tropical forest scene.

b) Show a forest ranger and his cabin located in the temperate forests.

3. Posters:

a) Tell the story of your desk by means of a poster. Of what kind of wood is it made? Where did it grow? Where was the desk made? What is the varnish? From where did it come?

b) Make a poster entitled *The Good Campers*.

c) Express the idea of conservation by a poster or a cartoon.

d) Show a camping ground in a national forest.³

e) Good forests mean good hunting and fishing.⁴

f) Sequoias of California.

g) Section of a virgin forest.

h) Forest-fire guard stationed in a tree top.

E. Exhibits

1. Specimens of local woods. Label as to what they are, where found, for what used.
2. Using a section of a tree, show rings of growth. Explain. Tell how the age of pines is known without cutting down the trees.
3. Make a collection of byproducts of trees.
4. Bring in numerous articles of wood.

F. Trips

1. To a lumberyard.
2. To a paper mill.
3. To a lumber camp.
4. To a grove of trees.

G. Music

1. Find songs about trees.
2. Write original ones.

H. Reading

1. Lew Saret, teacher at Northwestern University, and poet, has been a forest ranger. The public library has three of his books: *The Box of God*, *Slow Smoke*, *Many, Many Moons*. Get one or all of these.

2. Other library books you may enjoy are: Meader, Stephen Warren, *Lumberjack*. Meigs, Cornelia Lynde, *Swift Rivers*. Wadsworth, Wallace, *Paul Bunyan and His Great Blue Ox*. White, Stewart Edward, *Blazed Trail, The Riverman*.

3. Poems about trees.

I. Scrapbook

1. Collect pictures of national and state parks.
2. Gather a variety of leaves.
3. Pictures illustrating different phases of the unit.

J. Bulletin Board

1. Clippings and pictures from magazines and newspapers.
2. Notices for the various committees working on the unit.

²Keir, Robert Malcolm, *Pageant of America*, v. 5 (New York: Yale University Press, 1927), p. 243.

³Pack, Charles Lathrop, *School Book of Forestry* (Washington, D. C.: American Tree Ass'n., 1922), p. 102.

⁴Op. cit., p. 106.

IV. Teacher Stimuli

A. Tree Study

- How the tree grows:
 - Learn the different parts of a tree.
 - How are they used by man?
 - What are the functions of each?
 - How does a tree grow in height? How in diameter?
 - What is the food of a tree?
 - Where and how is it obtained?
 - How does the sap move?
 - How is the food of the tree assimilated? (Use your dictionary to find out the meaning of the word *assimilated*.)
 - What is meant by transpiration and respiration?
- Influences affecting tree growth:
 - What is the influence of light on trees?
 - What is the difference between trees grown in the forest and those grown in the open?
 - How does temperature affect trees in a forest?
 - Does soil have any influence on tree growth?
 - What part does moisture play in the life of a tree?
 - Do all species require the same amount?
- Tree identification:
 - Learn to identify all of the various species found in your locality.
 - Do hardwoods or conifers predominate?
 - What trees leaf first in the spring?
 - What trees bear fruit in the spring?



Dense Forest of Redwoods in California.
— Gaskill, U. S. Forest Service

- Which species have winged seeds; pods; nuts?
 - Make an exhibit of cones, nuts, foliage, bark and wood specimens of local trees.
4. Tell about the Five Ages of Trees.⁶

B. Value and Uses of Forests

- Commercial uses:
 - Give definite figures showing the value of forests and their products.⁹
 - Make a table showing how much wood is used on the average by each person in the different continents and how much of that is saw timber and how much is firewood.⁷
 - Make out as long a list as possible of industries that depend wholly or in part upon raw materials derived from the forest.⁸
 - Mention all the products of the forest that you can think of. Tell the tree each comes from.
 - Why could we say that we live in "an age of wood"? Justify the statement.⁹
 - Mention ways in which the lumber industry has influenced the development of the U. S.
 - Make out as long a list as possible of industries that depend wholly or in part upon raw materials derived from the forests. (See c.)
 - Give an account of the value of forests in general.¹⁰
 - Tell the story of your desk. What kind of wood was used in making it? Where did it grow? Where was the desk made? What is the varnish? From where did it come?
- Noncommercial uses:
 - Why does agriculture depend partly on the forests?¹¹
 - Why do forests affect the water supply of the earth?
 - Describe the playground forest.¹²

C. Conservation of Forests

- Why should we practice conservation of forests?
- Describe in general conservation in the U. S., China, Japan, Europe.¹³
- Do you know how the United States Government, many of the state governments, and private organizations are helping to solve this problem?¹⁴
- Why is it necessary to build up an intelligent public opinion in favor of the conservation of forests? What can we boys and girls do to help the cause?¹⁵
- Why was conservation of forests delayed so long in the United States?
- Tell all you can about forest fires. What causes them? What means are being taken to prevent them? How are they fought?
- List rules for good campers.¹⁶
- Tell all you can about national forests.
- Where are the national parks and of what value are they?
- Describe the life of a ranger.¹⁷ (General references on conservation of forests.¹⁸)

D. Locations of Great Forests^{19,23}

- Where are the two great forest belts of the world?
- Why does not tree growth extend northward to the margin of the land areas in Asia, Europe, and North America?

⁶Dorrance, John Gordon, *Story of the Forest* (New York: Am. Bk. Co., 1916), p. 59.

⁷Atwood, Wallace Walter, *World at Work* (New York: Ginn, 1931), p. 97.

⁸*Op. cit.*, p. 97.

⁹Pack, Charles Lathrop, *School Book of Forestry* (Washington, D. C.: American Tree Ass'n., 1922), Chapter III.

¹⁰Atwood, *Ibid.*, p. 95.

¹¹Pack, *Ibid.*, Page of Introduction.

¹²Allen, Nellie Burnham, *The United States* (Boston: Ginn, 1924), p. 281.

¹³Pack, *Ibid.*, Chapter XII.

¹⁴Atwood, *Ibid.*, p. 100.

¹⁵*Op. cit.*, p. 103.

¹⁶*Op. cit.*, p. 102.



Western Yellow Pine, Coconino National Forest, Arizona.

— Gaskill, U. S. Forest Service

- What is the chief reason why there is so little forest in some of our western states?
- Why is there so little forest just east of the Rocky Mountains in southern Canada and in the United States?
- Why is there no great forest on the west coast of South America from about one hundred miles south of the equator to about thirty degrees south latitude?
- How does forest growth between the same points on the west coast of Africa compare with what you have just observed in the case of South America?
- Why should forest growth begin farther south on the coast of South America?
- Why are there no forests in the southeastern part of South America?
- Why are northern Africa, most of Arabia, and the plateaus to the eastward extending into central Asia not forested?
- Why is central Australia not forested?
- What reason should you give for the un-forested belt in the United States south of the Great Lakes region?
- What explanation can you offer for the heavy forests of Japan?

¹⁹Pack, *Ibid.*, p. 62.

²⁰McFee, Mrs. Inez Nellie (Canfield), *Tree Book* (New York: Stokes, 1919), pp. 221-234.

²¹Pack, *Ibid.*, p. 81.

²²*Op. cit.*, Chapter IX, pp. 25-30.

²³Dorrance, *Ibid.*, pp. 71-88.

²⁴Carpenter, Frank George, *North America* (New York: Am. Bk. Co., 1921), p. 54; p. 253.

²⁵Mirick, ———, *Home Life Around the World*, pp. 134-146 (Very good).

²⁶Nida, ———, *Science Reader*, Book VI, pp. 171-179.

13. Why are there such small scattered areas of forest in central Europe?

14. How can you explain the heavy forest growth on the east coast of Australia?

15. Why should the northwestern coastal portion of Africa be more heavily forested than the region bordering the southwestern coast?

16. Why is so much of the eastern portion of China not forested?

17. What explanation can you give for the belt of forests in northern India?

18. Do you notice any grazing regions in the midst of forested regions?

E. Logging and Lumbering^{24,25}

1. Describe life in a lumber camp.

2. Explain the methods of felling, hauling, river hauling or driving, etc., in the different regions.

3. Sawmills.

4. Value of our lumber products.

5. Lumber areas in the United States.

6. Lumber regions of the world.

7. Cities connected with the lumber industry.

8. Make a miniature "skidway" and explain its use.

9. Why do forest-grown trees make better lumber than trees grown in the open? (Dorrance, p. 64.)

10. Learn to classify woods as hardwoods and softwoods.

11. Study the structure of cross section of trees.

12. What is the grain of wood? Study the influence of knots, and methods of sawing.

13. What are the physical properties of wood? (If you do not know what *physical properties* means, look it up in the dictionary.) Learn strength, durability, shrinkage, weight, etc., of different species. Study wood preservation and substitutes.

14. Prepare an exhibit of specimens of local woods—labeling as to what they are, where found, and what used for. (Pack, pp. 41-52.)

²⁴Allen, *Ibid.*, pp. 253-284.

²⁵Atwood, *Ibid.*, pp. 105, 106.

²⁶Carpenter, Frank George, *How the World Is Housed* (New York: Am. Bk. Co., 1930), pp. 73-90.

²⁷Carpenter, Frank George, *North America*, pp. 250-258.

²⁸Chamberlain, James Franklin, *How We Are Sheltered* (New York: Macmillan, 1924), pp. 84-109.

²⁹Dorrance, *Ibid.*, pp. 16; 23; 64; 65; 157-178.

³⁰Fisher, Elizabeth Florette, *Resources and Industries of the U. S.* (Chicago: 1928), p. 130.

³¹Keir, *Ibid.*, p. 214.

³²McMurry, Chas. Alexander, *Type Studies* (New York: Macmillan, 1904), p. 135.

³³Pack, *Ibid.*, pp. 41-52.



A Fine Black Walnut Tree at Rent Creek Ranger Station, Pisgah National Forest, North Carolina.

— U. S. Forest Service

15. How does United States rank in the exporting of wood? (Atwood, pp. 105, 106.)

F. General Questions

1. Has your state a forestry department?

2. Does your community obtain its wood locally or from outside sources?

3. Is there much demand for wood?

4. Are there community or town forests that can wholly or in part supply this demand?

5. Is there need for tree windbreaks or shelter belts in your locality?

6. Is there need for decorative planting?

7. Are there many farm woodlands in your locality?

V. Special Fields Utilized

A. Nature Study

1. Structure of trees.

2. Manner of growth.

3. Use in preventing erosion.

4. Use in preventing floods.

B. Language

1. Poems about trees.

2. Write letters to lumberyards, forestry departments, etc.

3. Oral reports.

4. Dramatic play.

C. Arithmetic

1. Graphs.

2. Problems in percentage relating to tree growth, lumber business, etc.

3. Measurements.

D. Reading—all material on the unit

E. Music

1. Lumber camp and other songs from graded song books.

2. Original songs.

F. Citizenship—conservation of our forests

G. Geography and history closely correlated

1. Why forests are located where they are.

2. Geographical effect of forests.

3. Ways in which the lumber industry has influenced the development of the United States:

a) Developed cities:

(1) Lumber markets.

(2) Manufacturing centers: (a) Furniture—Chicago, Grand Rapids, New York. (b) Agricultural implements—Chicago, South Bend. (c) Vehicles—Cincinnati, Detroit, South Bend.

³⁴Allen, *Ibid.*, pp. 273-276.

³⁵Atwood, *Ibid.*, p. 105.

³⁶Dorrance, *Ibid.*, p. 100; pp. 217-232.

8. Are the woods of native or planted trees?

9. Why is Arbor Day celebrated in the United States?

10. Find out all you can about the kinds of houses the people of the tropical forests build, and make a report to the class.

11. Mention the lumber cities of the world. Show them on a large map.³⁴

12. Why does the price of lumber keep getting higher?

13. Look up information on Sherwood Forest, Black Forest, Trees in American History.^{35, 36}

14. Are there many poems about trees? Can you find some?

b) Improved transportation (by water and land).

c) Encouraged new settlements by making building materials plentiful.

d) Increased farm production by increasing the quantity of improved tools and machinery.

4. Original extent of the forests.

5. Climatic effects of the forests.



Sugar Maple Grove, Hudson, Summit County, Ohio.

— Barston, U. S. Forest Service

VI. Possible Approaches to This Unit

A. Pupils may be interested in knowing the different kinds of leaves which fall in the autumn. This can be a starting point.

B. Pictures of the sequoias of California; pictures of lumbering camps; pictures of logging.

C. Current reports of forest fires.

D. An exciting story of a forest ranger.

E. A picnic held in a grove.

F. Celebration of Arbor Day.

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 Obtain many pictures on lumbering, forests, papermaking, maple-sugar manufacture, etc.

The Catholic Students' Mission Crusade

Rev. J. P. Hayden*

The Catholic Students' Mission Crusade is the title of a sort of general clearinghouse for co-ordinating the activities of students' mission societies in colleges, high schools, and elementary schools in the United States. Members in high schools and colleges are the Senior Crusaders, those in the elementary schools, Junior Crusaders. An individual society joining the Crusade remains entirely independent in organization and activity. The Crusade is adaptable to any form of missionary work; it is at home alike in university or parochial school. The unit in a poor parish may confine the material phase of its work to its own parish; the unit in a novitiate will center its attention upon prayer, the chief work of the Crusade.

Purpose of the Crusade

The purpose of the Catholic Students' Mission Crusade is the propagation of the Faith or the extension of God's Kingdom on earth, as expressed in the slogan: *The Sacred Heart for the World and the World for the Sacred Heart*. The principal means employed by the Crusade to attain its end, is the *Mission Education of Its Members*.

Importance of the Crusade

Launched by a small group of students in 1918, the Crusade now has a membership exceeding five hundred thousand and ranks, numerically, as one of the largest missionary organizations in the world. Almost from the very start it has received the warm encouragement of ecclesiastical authority, and on July 20, 1925, by decree of the Sacred Congregation of the Propagation of the Faith, was elevated to the dignity of a Pontifical Society. His Eminence, Cardinal William Van Rossum was appointed by Pope Pius XI as its Cardinal Protector, and it was designated by the Holy Father himself as "The Providential Movement of the Twentieth Century."

What the Crusade Does

The chief work of the Catholic Students' Mission Crusade is the propagation of the Faith or the extension of God's Kingdom on earth, as expressed in the slogan: *The Sacred Heart for the World and the World for the Sacred Heart*. The principal means employed by the Crusade to attain its end, is the *Mission Education of Its Members*.

Mission Crusade is Mission Education, the preparation of its members for future usefulness in the cause of the Faith. Although mission education is its principal work, the principal means of accomplishing that education is the actual, practical, and immediate aid rendered by its members to the missions themselves. That aid to the missions is rendered mainly by prayer and sacrifice. Hence the rallying cry of the Crusade: *Mission Education, by Prayer, Study, and Sacrifice*.

Educational Character of the Crusade

The Catholic Students' Mission Crusade trains the mind and heart of our youth in the cardinal principle of Catholic life; namely, to extend the Kingdom of God on earth, by personally laboring for the salvation of souls as is so well expressed in these words of Pius XI: "The uniting of mankind under the standard of the Cross requires the living conviction that each one has an important duty to fulfill in co-operating with us in our efforts to bring a knowledge of our holy Faith to all people."

"What is the Catholic Students' Mission Crusade today," asks Bishop William O'Brien, "but a response of our American Youth to our Holy Father's call to Catholic Action?"

Too often our youth are merely taught the theory, or only told that they should be positive and active Catholics, but hardly ever are they given the opportunity of doing anything about it. Religiously they are constantly administered to, rarely are they called upon to administer to others; they are blessed in abundantly receiving, but are denied the better privilege of generously giving. Consequently, we have the all too common anomaly of the passive, self-centered, and utterly selfish Catholic—one who is faithful in all religious duties that have himself as their direct and only objective, but who is languid and unresponsive when asked to do his part for a Catholic cause. Their name is legion who, while seemingly very religious in their own behalf, will make no sacrifice for others, indeed, evince no interest in the conversion of a sinner or the bringing back of one wandering sheep to the fold of Christ.



A Remedy for Inertia

The Catholic Students' Mission Crusade affords a practical and efficient remedy for this sad defect in the religious training of our youth. By means of mission study and practical mission work, both in theory and practice, it inculcates into the minds and hearts of our Catholic youth that "living conviction of the duty to bring the knowledge of our Faith to all people" spoken of by the Pope, and not to regard that apostolic work as solely the prerogative of priests and nuns. The Catholic Students' Mission Crusade is in truth an educational movement.

Missionary Character of the Crusade

As study of the missions is the educational feature of the Crusade, so prayer for the missions holds first place in its practical work. And, since the salvation of souls is pre-eminently a spiritual work, the Catholic Students' Mission Crusade chooses the spiritual medium of *prayer* as its first and foremost activity. Each unit vies with the other, as their monthly and annual reports show, in a devotional ingenuity to increase the volume and fervor of their prayers. Numerous Masses, Communions, Rosaries, Litanies, Ejaculations,

etc., are offered by the units each day for the missions.

Variety of Interests

Since the units have their own form of organization, some aid one kind of mission and some another; some in one way and some in another; all receive encouragement, counsel, and help from the Crusade.

The group activities of the units are varied and are carried on by different organizations, such as interunit groups for a whole diocese, divided again into smaller groups called chapters that meet and interchange ideas, give missionary programs of an educational and inspirational character, and render regular reports of their activities for mutual edification and stimulation to greater zeal. These group organizations also sponsor contests between units or minor groups of units. For example, they offer prizes to the "Banner Unit" whose report indicates its excellent character and awards to winners of oratorical contests on mission subjects.

An important feature of these group meetings is the annual demonstration known as the May Rally, at which a large and colorful procession is held in honor of the Blessed Virgin Mary, "the Queen of the Missions."

The most desirable privilege of exemplifying the part and position of the Queen in this procession is given to the "Banner Senior Unit" with the "Banner Junior Unit" as guard of honor.

These group organizations, such as chapters, also have the custom of adopting a particular mission or missionary cause for their special help each year. This selecting of a particular home or foreign mission is, and must be done, by free agreement which does not hamper any other work which the individual unit or missionary society may be doing.

Spiritual and Material Alms

While prayer comes first, and while the Crusade is by no means a collecting agency, the organization does not neglect almsgiving. Prayer, study, and sacrifice are its threefold work and the amount of money raised by the individual units holds a substantial, if subordinate place, in their various reports. Children are encouraged to give of their little, and especially of that which they have saved by sacrificing some material pleasure. They learn thus early in life the joy of sacrifice and the duty of contributing a part of their worldly goods for the Kingdom of Christ. The amount of these funds given to the missions by the individual units, as revealed in their various reports, is surprising in quantity and quality. Coming as it does from the pure hands and loving hearts of His little children, surely it is most acceptable to the King Himself.

The Results

The Crusade is calculated to correct the intolerable condition of indifference and neglect on the part of Catholics for their missions. While Protestants supported their various missionary enterprises with admirable enthusiasm, and spent millions, Catholics, as a whole, for the extension of the True Faith, were cold and unresponsive. "The children of this world are wiser in their generation than the children of light." Protestants had their student missionary organization known as the "Students' Volunteer Movement" long thriving and active, to which they attributed the growth of their missionary zeal in modern times. At last, we have our Catholic Students' Mission Crusade, and already, as a logical consequence, we see the rise of mission interest among our people throughout the United States, the increase of vocations, and the swelling volume of prayer and giving that speak with the compelling force of facts and figures.

The Spirit of the Crusade

Nearly one thousand years have passed since Peter the Hermit proclaimed and Urban the Second inaugurated the First Crusade. Only one institution, and that not made by human hands, has weathered the storms of centuries and stands unchanged and unshaken, rock-ribbed and eternal as the everlasting hills. That institution, the Church of Jesus Christ, gave her blessing to the Crusade of old, and today she blesses the Catholic Students' Mission Crusade. Equal to the old in the authority of its establishment, the new Crusade is superior in the purpose it seeks to accomplish. The object of the old Crusades, to rescue the holy places, was indeed a worthy cause; that of the new Crusades, to save human souls, is incomparably higher. The places where He lived on earth, labored and "tread the wine press of His sorrow" are no doubt dear to the Heart of our Saviour, but dearer still are the hearts of men.



A Resurrection Window Cutout.

— Sister M. Clotildis, O.S.F.

Great Need for a Crusade

The new Crusade has the greater cause; it has the greater work to perform; and it has more powerful enemies against which to fight. There would be no point, no wisdom in minimizing the ominous condition of the world today, or in underestimating the awful strength of the enemy against which we hurl our new Crusade. Modernism, denounced by Pope Pius X of hallowed memory as the "embodiment of all heresies" has found, in our day, its dread materialization and development in Bolshevism and Atheistic Communism that would destroy every right, liberty, principle, institution, and virtue that we esteem and cherish. It has overcome and destroyed Russia, trampled Mexico, and has been draining the lifeblood of poor suffering Spain.

The Call to Arms.

It now depends upon us, the new Crusaders of the Catholic Students' Mission Crusade to determine which, in the impartial decision of

history, shall be the greatest Crusade. We hear the plaint, "These new Crusaders are children, and how can mere children stand up against such enemies as now beset the human race?" That is true, they are children, but victory is not always to the strong—not even here—and God's ways are not the ways of the world. "For," says St. Paul, "God has chosen the little things—the humble and foolish things of this world that He might confound the proud."

When the new Crusaders meet at their annual rally and march in grand procession, what a beautiful contingent they make in the Army of the King! An invincible array of sweetness and strength, of youth and power—beautiful to the vision of men and angels, but terrible in the sight of the minions of sin! Equipped from above with graces celestial and armed with the virtues of innocence and love, they carry the banner that leads but to victory and march with the Queen, the Virgin most Powerful, "whose heel shall crush the head of the serpent," by the curse of an angry God!

The Educational Value of Drama

Raymond F. Otis*

EVERY educator fully appreciates the value of dominant impulses in the various degrees of development. Understanding this, he also desires to stimulate, exercise intelligent control, and direct these toward a definite desideratum. The dramatic urge is a basic portion of an inherent propensity for self-expression; therefore, we should consider the drama a method to be utilized in the learning process. If one will contemplate all factors that are essential to a dramatic production, from children's plays to adult drama, he is sure to find a plethora of educational material. It will be my task in the following to attempt an analysis of the educational excellence of the drama. Because the subject is so vast in its entirety I must, of necessity, only dwell briefly on generalities, neither confining myself to any age group or particular value.

The dramatic impulse is innate. It varies in individuals from a mere spark in some to a dominant part of the personality of others. Often people dramatize their entire life without ever being conscious of this fact, because the impulse is so dominant in their nature. I refer in this instance to the layman, differentiating between him and the professional actor. These latter, one might say, have traded to a high extent on this impulse to make it serve an artistic purpose.

A Natural Activity

Early in childhood the expression of the dramatic impulse is first discovered. Certain fundamental tendencies are the basis, to wit, imitation, motor activity, expression, and the desire for approval. And certainly the desire for expression and approval and emulation, to some extent, lasts throughout the life of the individual. We are inclined to mimic daily, especially when we enter vividly into situations, sentiments, and passions of others; when we describe our neighbor in a particular circumstance. We attempt to repeat what he or she has said verbatim, even to the shading of the voice, the facial expression, the gestures. And often when we describe the

conversation of two people who go further by attempting to portray both characters alternately. That dramatic art, therefore, should exist is manifestly obvious and quite natural.

One may use the dramatic method to inspire an ideal in young minds, since the very soul of drama that is worth while is designated in an ideal. Life from infancy to the grave is a series of explorations and adaptations; there is always the seeking for new experiences, the finding of newer insights into the meaning of life as age increases, the constant making of adaptations to new situations. No matter how commonplace the life or monotonous the environment, there is always something new, if not physically then certainly mentally and at the very least spiritually. And the dramatic motive that is innate within each one of us can certainly be used to indicate the direction of development; especially is this true of young minds in the various stages of development. The religious value of this consideration cannot be too greatly stressed.

Since the dramatic urge is innate it insures a response that is natural, that comes from within the person. Once the idea is soundly presented to persons acting that it is better to perform along the natural lines of their personality and with the grace of their own movement, amateur acting assumes a high place. It needs only a competent person to draw out this natural grace. The intelligent professional actor who is adept in his work is always graceful and at ease; he has, of course, the added advantage of a higher stimulated innate dramatic urge, well calculated and developed, the end of which is a form of art. But he had to have the native equipment—the raw material, so to speak—before he could advance himself; that coupled with a keener insight into dramatic values and an education in the field makes him the artist. But this consideration need not deter the amateur actor. He has the same innate tendency, which he can develop to a certain extent, that will be both recreational and, most important for him, educational. How much better and more purposeful for an edu-

BE KIND



TO ANIMALS

Poster or Booklet Cover.

— Sister M. John, S.S.N.D.

cator to take advantage of this native impulse, guiding it toward an educational ideal, than to have to continually resort to artificial interest that does not arise from a tendency within the individual. It is a method, too, that brings action out of teaching—an important feature not to be overlooked.

Develops Personality

Drama, too, is an aid in the development of personality. It secures a person natural responses arising from his own character, rather than assuming a character for want of development of one's own. Through drama a person's reaction to environment can be controlled to the extent that it becomes an intelligent reaction; disposed to secure harmony between that and the person's personality. It can aid, too, in the creation of a proper environment, suited to the personality.

Extending the consideration of the above point to further clarify it I wish to point out that the individual's response to dramatic production arises from a desire for self-expression. Granted this, then, let me further indicate that it includes methods that are constructive, imaginative, and vivid; all of which enters into dramatic presentation. And all these can be employed to infuse a normal and intelligent attitude toward a full conception of the meaning of life. Further, it establishes sound ideas firmly by impressing them deeply into the mind; it connects these ideas with life, which means connecting them with personality, all of which will, in turn, react on the person's environment to better it.

Religious purposes, particularly moral and ethical purposes, can be elucidated and extended to a more complete comprehension and firm rooting in the mind and heart by the use of the dramatic urge. It can aid in the addition of value to religious facts, since it embraces a quality of the soul that has deep significance in the emotion connected with our spiritual life.

Cardinal Newman well stated it when he said "Something more than merely admitting of truth into the mind is necessary if it is to remain. It must not be passively received,

*Managing Editor, Catholic Dramatic Movement, Oconomowoc, Wis.

but actually and actively entered into, embraced, mastered." The intellectual consideration of doctrine and Christian philosophy must be more than a mental attitude; they must enter into the spiritual life of the person, too, if they are to be of any value. True religious drama will carry these facts into the soul, so that they become a part of us, emotionally as well as mentally.

Drama and Religion

It is vitally important to enlist all the faculties of the individual on behalf of religion. The dramatic urge should be utilized in this vital matter. Through the drama problems of a moral or ethical nature that have been raised in the confusion and turmoil of this age can be presented along with the essential material of right conduct. The aim of religious drama, which, if effectively worked out, can be achieved, is to extend the horizon of belief and understanding, to give a deeper and more penetrating insight into eternal truths. Certainly religious drama if artistically presented can be as much, if not more, a religious stimulus than any sermon or classroom teaching program; it can strengthen not only the participant's faith but an audience, too, in their Catholic idealism, inspire to further good and have a

powerful and intellectual and emotional good.

With this in mind, dramatic presentation becomes more valuable in religious education than just dramatization as a simple recreation or—as it often is in amateur circles—an inane, stupid presentation of so much drivel. One can enjoy drama, laugh at good comedy, relax in a recreative moment, just as much if it is sound drama, if not more so, than at a stupid presentation of a text that is valueless from every angle. A penetrating thought can be carried in a comedy line; it does not have to be pedantic to "get across the footlights." All truly great drama—whether it be purely religious in theme, social drama, or comedy—is drama that is educational. Considering drama as such, then, we are utilizing the impulse to serve many ends, instruction and recreation predominating, which makes it a delightful medium. In this way drama is purposeful.

Since the drama, in the main, deals with life its use in religious education should strive to arouse the morality that is innate in the individual and to extend the value. Religious teaching is brought forth in the most effective manner. As an illustration of this point I might say that the plays of the Rev. Mathias Helfen and Dr. William M. Lamers,¹ whether

¹Catholic Dramatic Movement, Oconomowoc, Wis.

for children or adults, were written with this idea in mind; yet, neither did they neglect the dramatic value, which is essential to drama. There is no preaching in them; there should be no preaching in any play; just a happy combination of religious and dramatic values, mingling to produce something effective for both actor and audience.

I have read and seen many plays that deeply stirred some spiritual aspect within my mind, though the plays themselves seemed not to concern themselves obviously with any matter of religion. And I am sure this has been the experience of many another. Plays should be essentially moral, of course; they should reflect a sound philosophy, but they need not concern themselves with religion specifically. On the other hand, plays may be distinctly religious and still be effective drama. That I have pointed out before.

In conclusion, I might say that if education is a preparation for life, certainly life is a preparation for "life eternal." And the educational process must utilize the innate material of the human being in this twofold preparation if it desires to function wholly. The drama is effective educationally; it is to be desired that educators, in their high purpose, might become more aware of its full significance.

Lessons in Creative Art—VII. PICTORIAL COMPOSITION

Sister Margaret Angela, S.H.N.

Pictorial Composition, is the subject again under discussion. This time, however, we shall deal with the structural part of the composition based on curved lines.

It is always a good plan, and a broadening attitude for the instructor, to utilize a variety of ways and means of presenting a type form of lesson involving old principles. It gives life, interest, and variation to a lesson that otherwise, in continued repetition, would fail to sustain enthusiasm, or inspire devoted labor. The pupils of the elementary grades are a contrast, indeed, to the more advanced pupils of our secondary schools and colleges. The unconscious, simple joy, unhampered by the studied, conscious attitude of advanced pupils, is to be found in the children's art, which makes their creative work so rich in imagery, and so delightfully buoyant. The more the teacher may aid and make attractive a subject so endeared to the hearts of children, the greater harvest will her good will and efforts reap, at the conclusion of each successive art period.

The lines of the frame are the first step in the picture. The number of curved lines may vary, in uneven numbers, but it is well to keep the preliminary lessons simple, in all grades. These curved lines, which form the foundation spaces for the composition, extend from side margins to side margins; from lower margin to top margin, one line crossing another in various directions. These diagonal lines give a feeling of motion and action. A composition layout in curved lines, has more interest, more variety than a composition formed on the vertical and horizontal pattern.

No spaces between the placement of lines, may be similar. Contrast is most essential for a sustaining note of interest, and a depth of feeling, which is absent in the monotony of even measured placement.

When the curved lines have been drawn with chalk, or light pencil, all is ready for the creative ability to be exercised. Step by step, the picture grows, the curved lines taking the form of mountains, fences, walls, trees, distant hills. A touch is added here, a line there, until the uninteresting throw of curves forms into a composition truly delightful.

There is a spirit of adventure in launching forth with a pencil in hand, unconscious of any definite picture to be formed, from the basic lines drawn, just letting one idea suggest another. The pupils become so engrossed in the absorbing charm of creating, that it becomes to them a fascinating puzzle, with a soul. As the picture calls for an object to complete the balance here, a stronger color for contrast there, a stroke of texturing, the entire weaving of form, color, and design into a unified whole, is happily accomplished, and the picture becomes the creative expression of the individual, his very own.

A decorative composition, not a naturalistic one, is the objective we must have in view. Though the trees, mountains, fences, paths, may be somewhat naturalistic in form, the texturing strokes, ornamenting the surface of the trees, hills, the buildings, the designed flowers, will effect a decorative and conventionalized aspect.

The flowers, in a composition, may be large, decorative, deviating decidedly from any attempt to portray the natural.

The trees, blocked off in the forms of a triangle, half circle, oval, oblong, may be interestingly worked out, with designed ornamentation, in the form of texturing, or designed spaces. The trees must grow, nevertheless, from the ground, as well as the branches from the trunk of the tree or from one another. Bring into the composition a number of trees varied in shape, in size, and in textur-

ing. Once again, contrast is a vital element to insure interest in beauty, form, and color, dominant in a composition.

Paths are represented in beginners' work as similar to ladders going directly up in the picture. There is an element of perspective in the correct drawing of a path. It is wide at the entrance of the picture, and grows smaller as it disappears in the distance. A path seemingly winds unobtrusively, and

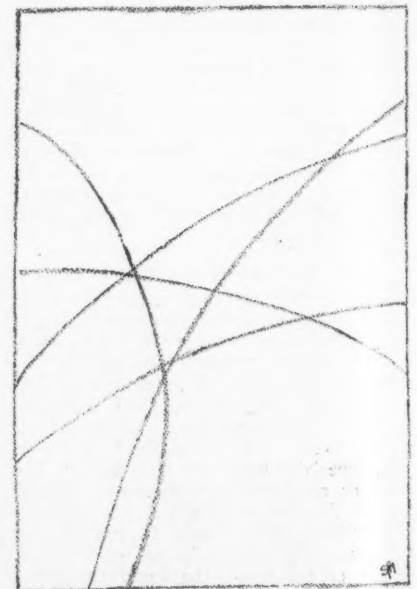


Plate I. A Composition Layout in Curved Lines.

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gently, into the surrounding landscape, and blends, quite unnoticed, and yet a part in a composition where all the objects harmoniously unite into a unified whole. One wanders with ease and quiet, into the heart of a picture, not conscious of having accepted the path's gracious invitation, save that some undefinable charm beckoned, and the path was trod. Instill this thought into the minds of the children, and they will learn to love the winding path and all it means, and all it speaks. Omit from the composition objects which have not been taught or discussed previously.

In introducing houses, clusters of houses, skylines of buildings, insist again on contrast—tall, uneven, with variety in form. Overlap buildings, a part showing here or there in a grouped mass. Overlapped buildings, trees, groups of peoples, bring out the third dimension very strongly. Things live in the picture, move about, are animated. The length and width, are necessary measurements in art,

but the feeling of depth is brought out by shading, color, texture, and groupings, which make the work real and tangible and pulsing with the vibrancy of life.

Recall the recommendations on Pictorial Composition in the last article, which are to be applied in this form of composition, as well as in any other form.

The accents of interest and the central point of interest will grow after the foundation lines have laid the setting for the story. A fishing village, a summer resort, gardens,

may be chosen and worked out with interest, but the teacher herself must be filled with the fire of enthusiasm, which alone will cause a conflagration of love for the work in the hearts and minds of her pupils.

In the life of Sir William Osler, the great physician, is a quotation which should be applicable to all inspiring teachers: "Someone has said that a great teacher is not one from whom you learn mere facts, but one who is able to communicate his enthusiasms."

The Teaching of Poetry in the Upper Grades

Sister M. Albert, O.S.B.

According to the *World Book* "a definition of poetry which is universally acceptable has perhaps never been written, and much controversy has raged over the subject." It

might, then, be suggested that the teacher draw an original definition from the pupils at the beginning of an upper-grade poetry class. Just the other week I received the following definition from one of my seventh-grade pupils: "Poetry is a collection of beautiful thoughts expressed in beautiful words."

Unfortunately, however, many of us have had the experience that sometimes pupils will screw up their faces into most ungainly proportions at the mere mention of the term "poetry." No doubt, such pupils have at some time or other developed a dislike for poetry. Was it perhaps because they have been made to memorize a selection or even the whole of every poem studied? Or, worse still, has poetry become associated in their minds with certain penal measures? Let us hope not.

Memorization of certain passages is certainly commendable, but why not allow pupils to select their favorite stanza or poem for this purpose? Many poems, on the other hand, are not intended for memorization but rather for appreciation, and it seems that present trends stress this phase of poetry study.

Titles and authors of poems are of vital importance; in fact, poems which appear without the author's name attached to them are rather meaningless. Now in order to make such a study a pleasant one, I might suggest an occasional identification exercise. Spot passages might be quoted and pupils asked to state titles and authors. For instance, I might quote:

"His tears fall from the skies."

The response would be:

"I See His Blood Upon the Rose"

—by Joseph Plunkett.

This exercise should, however, be varied considerably.

It is also advisable to have pupils be on the lookout for poems by authors whose works they have studied. Allow them to bring these to class and post them on the bulletin board. Sometimes, too, magazines give pictures of authors. It is surprising to note the interest shown in such pictures. I recall a particular incident: After a study of "A Soldier's Prayer in France" by Joyce Kilmer, a picture of the author had been placed on the bulletin board. Shortly after one of the class members expressed his utter astonishment at discovering that Joyce Kilmer was not a lady as he had supposed.

Some students might enjoy making poetry scrapbooks or poem cycles centering around the seasons or around special subjects of particular interest. Most of them appreciate copies of the poems as they are studied. These can easily be made into booklets at the close of the year or even sooner. The

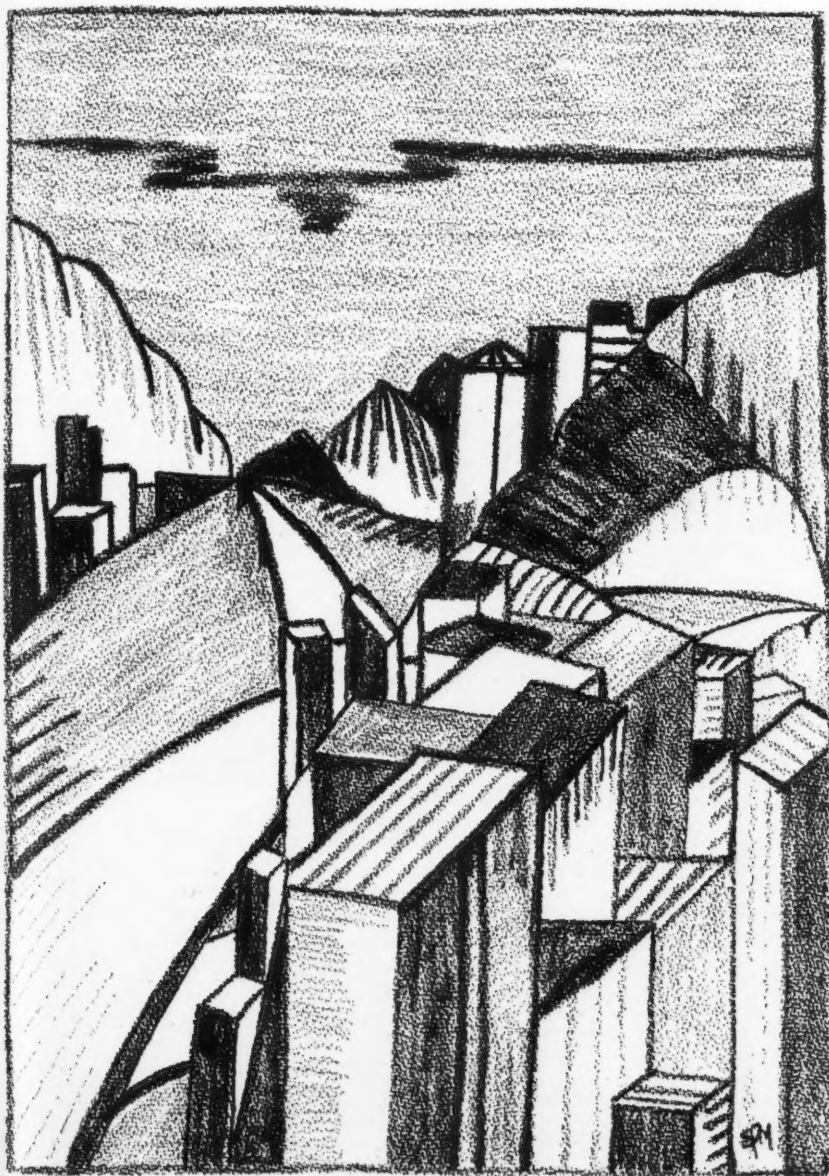


Plate II. The Finished Picture.—Note the variety in size, shape, and texturing.



The Boy Jesus with St. Joseph.—This excellent example of scissors cutout work will supply a design for the Solemnity of St. Joseph, April 26.

—Sister M. Jane, P.H.J.C.

making of an attractive cover design can be used as an illustration of an art-and-poetry correlation project.

There are various methods of presenting poetry. I have chosen one of the simplest, and shall aim at poetry appreciation. The poem selected for presentation has a distinctive religious atmosphere, for I believe that as religious teachers it should be our duty and our pleasure to familiarize our students with religious poetry—the gems of contemporary verse.

A. Introduction

1. How many of you have ever taken a trip?
2. What do you usually enjoy most about a trip or excursion?
3. Why are trips usually worth while?

4. Who can give a particular instance in which a trip proved educational?

Today we shall study a short poem about a trip or journey. Notice the title. Follow the poem carefully while I read it.

B. Presentation

TRAVEL SONG*

Know you the journey that I take?
Know you the voyage that I make?
The joy of it one's heart would break.

No jot of time have I to spare,
Nor will to loiter anywhere,
So eager am I to be there.

*Reprinted with permission from *Knights Errant*, a volume of poems by Sister Madeleva, published in 1933 by D. Appleton-Century Company, New York, N. Y.

For that the way is hard and long,
For that gray fears upon it throng,
I set my journey to a song.

And it grows wondrous happy so;
Singing I hurry on, for oh,
It is to God, to God I go.

—Sister Madeleva

C. Discussion of the Whole

1. Does the poem remind you of any you have studied previously?
2. Read it silently to find out just what journey Sister Madeleva could have meant.
3. When do you begin that journey?
4. Sometimes when we take a trip we encounter difficulties that delay our journey. We might, for instance, have tire trouble, be delayed by rainy or foggy weather, or perhaps even be forced to make a detour. What are some of the dangers we might encounter on our spiritual journey?
5. What do you suppose is the greatest barrier or danger signal on our way to heaven?
6. Why?
7. Read the second last stanza to find out what the author does to make her trip easier.
8. What could Sister Madeleva refer to by her song as a religious?
9. How can you or any Catholic lay person set your journey to a song? or, How can you make every act, word, and thought count for eternity?

D. The Author

To really and truly appreciate a poem one must also know something about the author. Sister Madeleva was born in Cumberland, Wis., and has been teaching English for twenty-five years. She has lectured in Canada, in the United States, and in England, and has gained international fame as our foremost Catholic woman poet. She was fifty-one years of age last May, and unlike many women, takes no pains to conceal her age. She loves old books, knickknacks, birds, and wild flowers. She loves to hike and climb mountains, and will even take a hand at a lathe or handsaw, though the writer of her short biography says he felt a good deal of nervousness when he watched her handle the saw for he sometimes had the horrible picture in his imagination of poetic fingers being added to the flying chips and sawdust.

Sister Madeleva has wandered over much of the world, visiting and writing about the Holy Land in particular. Perhaps it was on one of these long trips that she composed her beautiful "Travel Song."

E. Suggestions for Memorization or Further Appreciation

1. Write the poem on the board omitting parts and have the class fill in blanks orally or written.
2. As a little home project allow pupils to draw original illustrations of favorite stanzas or passages.

It is quite common for the teacher to make more noise than all the pupils together. A teacher should speak in quiet tones and move about too quietly to attract attention.—*Arnold Tompkins.*

A good question is simple, clear, and direct in its phraseology, so that the pupil may know exactly what the teacher means. It also simply, clearly, and directly calls for some one clear-cut idea in the answer which it requires of the child.—*Drawbridge.*

Primary Grades Section

Geography Outline for Grade Three

A Sister of the Holy Names

The purpose of this paper is to give a unified outline of work for all third-grade classes, whether in city or country, and preparatory to fourth-grade work in any text.

Objectives in Third-Grade Geography

The general objective in third-grade work is to acquaint pupils with the interdependence of people who live in different localities; e.g., that the people among whom we live (our parents and neighbors) supply people in other places with useful things, and in return receive useful things from people who live elsewhere.

Specific objectives may be listed as follows:

1. Apprehension of the earth as a globe.
2. Recognition of simple geographic symbols as an aid in map study.
3. Realization of the more obvious adjustments that man must make to his natural environment.
4. Knowledge and recognition of materials used in building of homes.
5. Recognition of various kinds of fuel.
6. Acquaintance with various materials from which clothing is made.
7. Recognition of various common food

products: poultry and dairy products, grain, fruits, vegetables, meat.

8. Ability to identify different vegetables, fruits, common domestic animals and fowls.

Comprehensive study of any one subject or phase of a subject is not required of pupils of the third-grade level. Allusion to a subject from different viewpoints, and from time to time when interest has been stimulated, is a better way of obtaining results. Hence the establishing of geographic facts (maps, weather, direction) is best done from the study of the home locality (community) and its relation to other communities, through the evident dependence of the child upon his parents, their dependence upon other persons, localities, weather, and similar factors.

Time limits for various units are not suggested because of the difference in the speed with which such work and observation can be covered in the individual localities.

Suggestions for Working Out the Units

Keep a diary. Draw original illustrations (by class or individual). Make a picture book. Compose poems (class or individual work). Silhouettes on colored background.

Make a "Movie." (Good directions for this in "Near and Far," *Unit Activities Read-*



Pueblo Indian Women Making Pottery.
— "Pictorial Education," London

ers, *Third Book*, Silver Burdett & Co.) Pantomimes. (We are the farmers who grow the wheat. We — the trains, etc.) Dramatization. Write stories. (Group or individual.) Tell stories.

Visit factories, farms, bakeries, dairies, printers, etc.

Maps of room, neighborhood, town, farm. Seed collections. Curio collections.

Weaving mat of paper, cloth, raffia, or yarn. Making and sun-drying brick or dishes.

Collection of wrappers from canned and packaged foods from as many different places as can be found, or various foods from one locality. Collection of different woods.

Planting seeds and caring for certain plants.

Making baskets of grasses, pine needles, cockle burrs, etc.

Newspaper clippings about the governor of the state, the state capitol, President, Washington, D. C., or some other similar subject.

Dressing dolls to represent different workers.

Making houses of various styles and materials as used in different parts of the world (sand table or illustrations).

Collection of different kinds of soils. Collection of different kinds of rocks.

Making sand-table map of the town.

Make collection of various materials used for clothing.

Trips — by bus, train, auto, on a dairy truck, on a vegetable truck, etc. (real or imaginary).

Summaries or Culmination Projects

Movies.¹ Programs of songs, poems, and

¹Films may be borrowed free from many firms and at a small rental from others. Among the handy lists and catalogs available are the following:

From Victor Animatograph Corporation, Davenport, Ia.: *Victor Directory of 16 mm. Film Sources*, 50 cents.

From Co-Op Parish Activities Service (Father Nell, Director), Effingham, Ill.: *Catalog of Films*, free.

From De Vry Corporation, 1109 Armitage Ave., Chicago, Ill.: *Free Films for Schools* (list), 25 cents.

From Bell & Howell Co., 1801 Larchmont Ave., Chicago, Ill.: *Agricultural Film Sources*, 25 cents; 1000 *Sound Films for School Use*, free.



Little Lacemakers of Switzerland.

— "Pictorial Education," London

dramatization. Booklets containing stories, poems, samples, illustrations, and such other materials produced or described during the unit. Exhibits similar to above.

Unit I: Neighbors, Neighborhoods

1. Neighbors: parents, teachers, playmates.
2. Neighborhoods (our own stressed): city, town, country.
3. Needs of all neighborhoods: food, clothing, shelter.

Unit II: Food

1. Food we get from plants and trees: vegetables, wheat, corn, fruit.
2. Food we get from animals: dairy products, meat, eggs, fish.

Unit III: Clothing

1. Clothing and weather, seasons.
2. Clothing materials: cotton, flax (linen), wool, silk, and rayon.

Unit IV: Houses

1. Planning.
2. Materials (wood, brick, stone).
3. Carpenters and other workmen.

Unit V: Workers in Town and City

1. Workers who help us get food: grocer, butcher, baker, dairyman.
2. Workers who help us get our clothes.
3. Workers who help us in other ways:
 - a) Professional helpers: doctor, nurse, teacher, lawyer, banker.
 - b) Public helpers: Policeman, fireman, postman.
4. Workers who assist in transportation and in sending messages.

Workers should be studied in general. Stress should be placed upon those found in the locality.

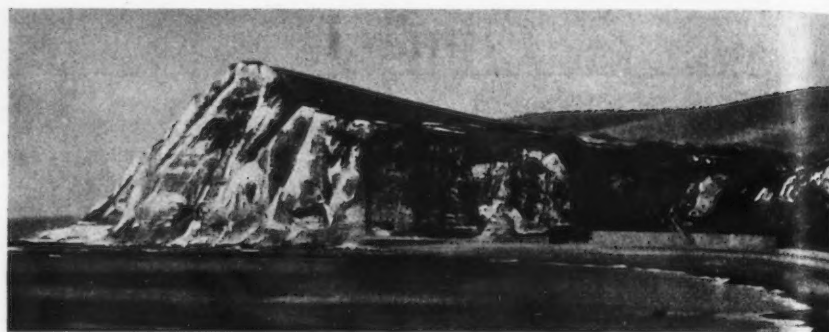
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Makers of Many Things, Tappan (Boston: Houghton Mifflin Co.).
Neighborhood Stories (Boston: Ginn & Co.).
Our Home Land, Branom and Ganey (New York: Sadlier).
Unit Activity Reading Series (New York: Silver Burdett).

Unit I

- David's Friends at School* (Chicago: Scott, Foresman).
Peter's Family (Chicago: Scott, Foresman).
Susan's Neighbors (Chicago: Scott, Foresman).
 Pamphlets (Chicago: Follette & Wilcox).



The White Cliffs of Dover.—The white earth is chalk such as used to make black-board crayons. It is formed chiefly of the shells of tiny sea animals.

—“Pictorial Education,” London

Unit II

- Food, Milk, Bread* (3 pamphlets) (Chicago: Follette & Wilcox).
How the World Is Fed, Carpenter (New York: Am. Bk. Co.).
How We Are Fed, Chamberlain (New York: Macmillan).
The Farmer and His Friends, Tappan (Boston: Houghton Mifflin Co.).

Unit III

- How the World Is Clothed*, Carpenter (New York: Am. Bk. Co.).
How We Are Clothed, Chamberlain (New York: Macmillan).
Story Book of Clothes, M. & M. Petersham (Philadelphia: Winston).

The Clothes We Wear, Carpenter (New York: Am. Bk. Co.).

World Almanac (New York: World-Telegram).

Unit IV

- Houses*, M. & M. Petersham (Philadelphia: Winston).
The Houses We Live In, Carpenter (New York: Am. Bk. Co.).

Unit V

- Boats, How the City Serves Its People, Trains Series*, M. & M. Petersham (Philadelphia: Winston).
Cathedral Basic Readers (Units on Workers and Citizenship) (Chicago: Scott, Foresman).
Social Science Readers (New York: Scribner's).
Story Book of Transportation, Coal, Oil, Iron and Steel, Trains, and Gold Series (Chicago: Follette & Wilcox).

Fun with Facts and Words

F. Pearl Malloy

What devices do you use to secure an automatic response in the use of the fundamental facts of arithmetic and primary reading? Children are always ready to play, but what shall they play? I have found the following games and suggestions useful, instructive, and entertaining in the process of habitualizing the facts.

Drill Work

1. *Step*. Flash cards of number pictures, symbols, facts, or words are used. The card is flashed; he who says the correct answer first, takes a step forward. The child reaching the goal first is the winner.

2. *Hopscotch*. Draw a number of squares on the floor. Write facts or words on papers and place in squares. The child who hops all the squares, saying the correct answer for each, is a winner.

3. *Quick Drill*. A row of numbers is placed on the blackboard and the children are asked in turn: “Mary, add 4 to each number.” “Tom take 2 from each number.” “Jim multiply each number by 2.”

4. *Race*. Flash cards are arranged on the ledge. The teacher calls a number; e.g., 6. The children run to the ledge and select a card on which the numbers total 6. The successful ones are allowed to read their cards to the class.

5. *Relay Race*. Have a number of cards with three or four facts written on each. Arrange teams or rows having the same number of players in each. Place the cards face down on the desks at the front, allowing enough cards for all. At a given signal the first in each team or row runs to the blackboard, writes his facts in a given place, returns to his seat and passes the remaining cards to the pupil behind him, who continues the race. If a mistake is made it must be corrected by the new player before he does his own facts. The row finishing first wins.

6. *Blindman's Buff*. Pin or fasten any number up to nine to each child. Blindfold one player, let him try to catch someone. The one caught gives the sum or product of his number and that of the blind man. The blind man guesses the number of the one caught. If he guesses right the other one is “it.”

7. *Guess*. Leader or teacher calls the answer to a flash card chosen, e.g., the teacher says “8.” Each child then puts on the blackboard some combination of eight. When everyone has finished, the teacher shows the



Grain in the Shock in Canada.—The buildings in the background are small elevators in which the grain is stored before shipping.

—“Pictorial Education,” London

card. Those having the correct answer add a star to their score.

8. *Fireman*. Have two ladders drawn on the blackboard. Place eight or ten facts or words on the rungs of each ladder. Race between rows or children. Steppingstones in a brook, or climbing telephone poles may be used in the same way.

9. *Hunt*. Place several facts on the blackboard. Have three children come forward with pointers. One child calls the answer to a fact that he sees. The other children point to the fact. The one who finds the fact first wins.

10. *Number Jumping*. This is done by adding a given number to any other number which may be given. E.g.; if seven is the given number, the teacher assigns to different children numbers such as: 10, 40, 35, 4, 8, 72. The children call out the answer to their facts in turn.

11. *Game of Decades*. Make twenty cards and write on them numbers in decades—five numbers on each card. Have two teams and conduct as in a spelling match. The teacher shows a card and tells the pupils to add a given number to the numbers on the card. The cards would appear thus:

Card 1:	0	10	20	30	40
Card 2:	50	60	70	80	90
Card 3:	1	11	21	31	41
Card 4:	51	61	71	81	91
Card 20:	59	69	79	89	99

12. *Telephone*. Write a story about a toy or group of number facts, one sentence or fact on each of several slips of paper which are numbered. Call a number and a child reads the story or facts from the card bearing that number.

Holiday Suggestions

13. Holiday time presents opportunities to vary drill work. Here are a few suggestions for Christmas which may be adapted to suit other holidays:

a) Draw or cut out a Christmas tree. Put words or number facts on for presents. Have the children select a present by pointing to, and saying the word or fact.

b) Draw a Santa Claus bag. Place words or facts on it for presents. Each child selects a present from Santa's pack.

c) From a fireplace hang several stockings on each of which has been written several facts. Have a child name the presents (facts or words) on his stocking.

d) A large plum pudding may be made by putting in slips of paper, on which are written words or facts for fruit. The children draw

slips and say the word or fact, thus they eat the pudding.

14. *Merry-Go-Round*. Numbers as 4, 8, 6, should be printed or written on car cards. Make two sets. Use one set to spread around a circle on the floor. The cards of the other set are fastened to the children. On the command "merry-go-round" all join hands and move around in a circle. On the command "stop" each child stops behind a card on the floor. When asked his name the child gives the sum or product of the number in front of him and his own number.

15. *Serve-Yourself Store*. Draw on the blackboard an oblong to represent the store. Put around the "shelves" the numbers which you wish to teach. Child customer selects a number and buys that many of whatever article he may wish to buy. E.g., I wish to buy 4 loaves of bread, or I wish to buy 10 pieces of candy. He then erases the number he has chosen, and thus takes his purchase home.

4	7	2	9	11	14	17	15	19	
5								15	
14								11	
8	6	8	10			3	5	12	16

16. *Conductor*. Flash cards are placed along the blackboard ledge to represent stations. The conductor names the stations passed. Each child is given a turn. The cards may be shuffled and the game repeated for speed.

17. *Deaf and Dumb*. No one speaks. Teacher writes fact or flashes card; then writes name of one pupil on the blackboard. That pupil goes quietly to the blackboard and writes the answer to the fact.

18. *Frog's School*. Draw a large pond on the floor with chalk. On lily pads in the pond (smaller circles) are written facts or words. The frogs (children) sit around the pond. Each, in turn, throws a pebble on one of the lily pads. If he can give the correct answer he may score one point. After each frog has had a turn one may be Professor Frog and throw the pebble while the others answer in turn or one may throw the pebble and the next one give the answer and so on.

Seat Work.

1. *Drawing*. Write directions on the black-

board or slips of paper such as: draw 6 red apples; 8 blue cars; 4 green trees; 7 orange chairs; 5 yellow kites; 2 white cats.

If the child cannot read all the words draw the objects required to be drawn. A number of pictures, mounted with the name of the object underneath serve as permanent props in this work.

2. *Number Matching*. Make cards of all possible ways of combining each number from one to nine. When completed there will be six cards for each number. E.g.:

1	one	.
1	1	one
.	one	.

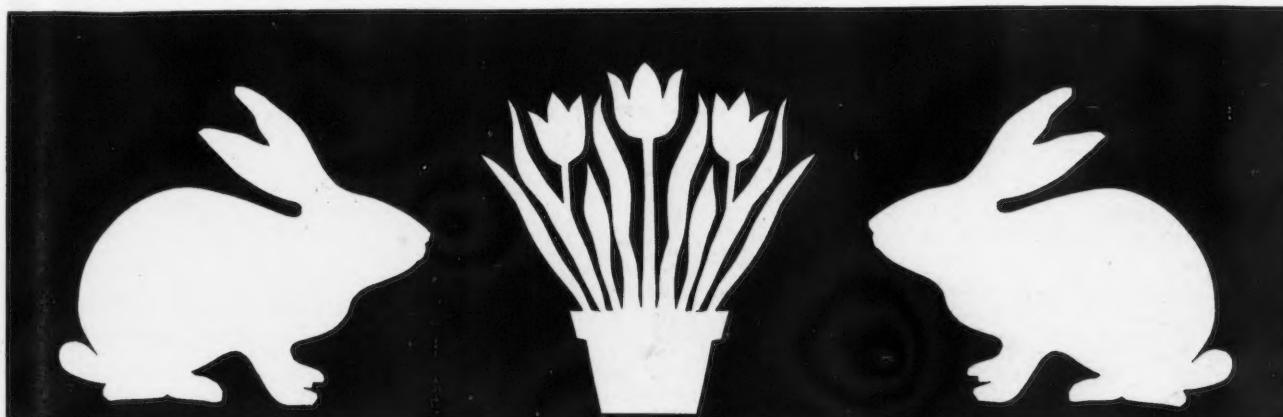
Have the pupils match these. This may also be carried out with objects and words.

3. *Jigsaw Puzzles*. Write facts on cards. Cut each card irregularly into two pieces. Place each set in an envelope and allow the pupils to match the jigsaws. After matching they may be written out without danger of error as the answers are on the cards.

4. *Tell a Story*. Place combinations of numbers on the blackboard and direct the pupils to write a story about each fact. Stories such as: "Mary has 4 nuts in one bag and 2 in another. She has 6 nuts altogether," will result.

5. *Fill the Squares*. A square is divided into nine sections with the numbers one to nine written in the little squares. Add a given number to each number and place the answers in a blank square. This may also be adapted to multiplication and subtraction.

	1	9	5
	6	4	8
	3	7	2



Rabbit and Tulip Blackboard Border.

— Sister M. Charita, O.S.B.

6. *Dominoes.* Distribute a number of domino cards and have the children write out the facts. E.g., if on the card there are five dots in one block and four dots in the other one the child writes 4 and 5 are 9.

7. *Fencing.* When a new letter or number has been taught write it with colored chalk, very large on a piece of paper. Place pegs on the outline of this letter, or glue the outline and place rice grains around it.

Language Games

8. *Find the Bear's Home.* Place a list of five or ten words on the blackboard (from the lesson). Pupils may hunt for the sentence in which the word is used and copy it until the list is all used.

9. *Count the Sheep.* Find how many times a new word occurs in the lesson. Write the word with the number of times it occurs in the lesson; or have the word written as many times as it occurs in the lesson.

10. *Coloring.* Hectograph or cut out a picture. Have the children read and do as the story given with the picture tells. E.g., directions for coloring, etc.

11. *Cards.* On cards write a set of facts without the answers. On smaller cards write corresponding answers. Lay fact cards face down on the desk. Deal answers to the players. Turn one fact up at a time. Each has his turn to place an answer to a fact that has been turned up. This continues until one is without cards. He is the winner.



Outline in black or brown. Color nose, eyes, and ears pink. Color grass green. Paste rabbit on side of basket.

Dolly Has the Flu

Sister M. Albina, S.S.J.

The nonsense rhyme here submitted was written with the object of overcoming pleasantly careless enunciation. It offers frequent repetition of "don't" and "to" which in the children's speech degenerate into "ront" and "ruh dooh." The children delight in repeating it, choric speech fashion, alternating parts.

MOTHER:

Oh, dear me. I don't know what to do.
My poor dolly has the flu.

FATHER [*Comes in*]:

What has happened?
Why the tears?
I'm full of fears.

MOTHER:

Let's call Dr. Gray.
He'll know what to say.
[*Dials the telephone.*]
Dr. Gray, come!
Poor dolly has the flu,
And we don't know what to do.

DOCTOR:

Just wait.
I'll be there at eight.

FATHER:

Let's sit down and wait.

Dr. Gray will come at eight.

[*Knocking at the door.*]

MOTHER:

Here comes Dr. Gray!
I'm so glad. He'll know what to say.

FATHER:

Dr. Gray, our poor dolly has the flu,
And we don't know what to do.

DOCTOR:

Flu! Little dolly has the flu?
Bring her here
And don't fear.

Dr. Gray knows what to say.

[*Mother brings in the doll on a tray with her head, hands, and legs apart.*]

DOCTOR:

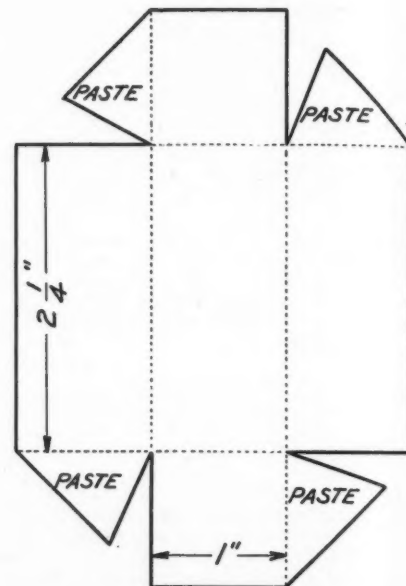
Lady, I don't understand!
What have you in your hand?

MOTHER:

Well, you see she fell.
Her head flew.
Her hands flew.
Her legs flew.

So poor dolly has the flu,
And I don't know what to do.

It was surprising to me that the second graders for whom this was written enjoyed the pun on words—flu and flew.



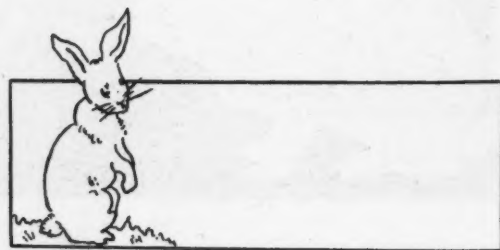
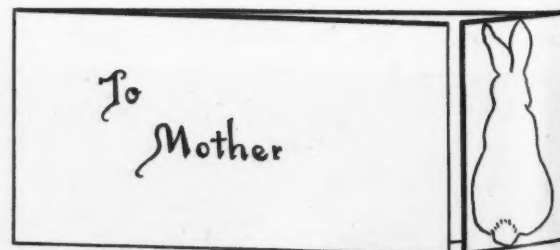
Plan for a Bunny Easter Basket.—Cut on solid lines; fold on dotted lines. Color basket light yellow.

Invitations, Place Cards, and Favors

Sister M. Martina, C.D.P.

The folder, "To Mother," may contain an invitation to a school party or an Easter greeting. Use a strip of yellow construction paper seven or eight inches long and two inches wide. Fold to three and a half or four inches when finished. Letter in green. Color the rabbit light brown.

A support is pasted on the back of the place cards. Follow directions given for making the basket favor.



The Fabric of the School

A School That Fits the Building Site

A New Style of School

St. Catherine's School, Riverside, Conn., illustrated on this page, represents a new idea in school architecture. Rev. Joseph A. Ganley, pastor of the parish, wished to have a school-house free from the formal institutional appearance. He and the architect, Leo Caproni of New Haven, worked out a beautiful modern Georgian design to conform with the natural slope of the ground.

The exterior of the building is of brick painted white. Construction material is of

precast plank on steel. Corridors and stairs are finished in asphalt tile; classrooms are plastered; the gymnasium has cinder-block walls and wooden floor; toilet rooms have plastered walls and tile floors.

The heating and ventilating is modern — an oil-burning boiler, unit heaters, rotary ventilating fans, and temperature-control apparatus.

There are nine classrooms available. The kindergarden, with a bay window, is on the ground floor. The auditorium-gymnasium, 46

by 75 ft., has a seating capacity of 400. There are a recreation room, clinic, library, principal's office, and teachers' room.

The building will accommodate 315 pupils. The cost was, exclusive of equipment, \$95,000 or 25 cents per cubic foot.

FIRE DRILLS FOR SCHOOLS*

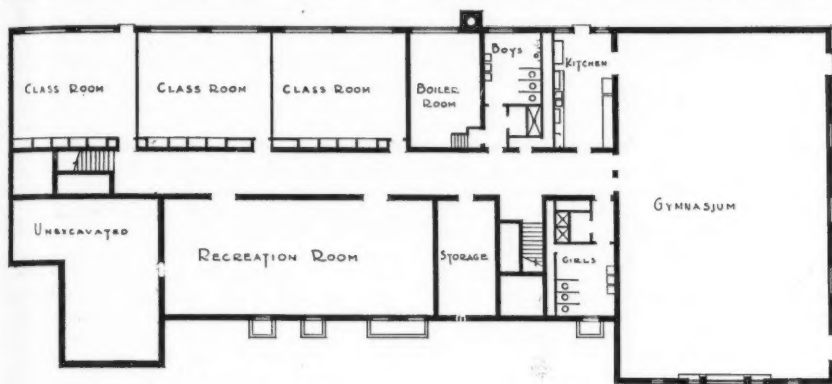
The first essential in the event of a fire in any school is to have the children leave the building in an orderly manner and to reach a point of safety without injury.

Questions of fire fighting, of salvaging wearing apparel, or of attempting in any way to save mere material things are secondary to the safety of the school children, and should not be undertaken until all the pupils and all the teachers, or others who are responsible for any group of pupils, have left the building and have been accounted for; even visitors must leave the building if only as an example, to the children, of orderly procedure.

The matter of saving property from destruction can well be left in the hands of the fire department or to such adults as may be detailed to this work after all have left the building. The quick transmission of an alarm to the fire department is an essential which must always be provided for. Some states require a fire-alarm box at each school building.

Fire safety for school children must provide a definite program by which the location of all the available exits will be known to all

*This is Bulletin No. 73 of the National Board of Fire Underwriters, 85 John Street, New York, N. Y.



St. Catherine's School, Riverside, Connecticut. Basement Floor Plan.



St. Catherine's School, Riverside, Connecticut.

— Leo Caproni, Archt., New Haven, Conn.

of the children. To accomplish this it is necessary to have frequent drills, well planned, properly supervised, and intelligently coordinated. When an actual fire occurs, the selection of the proper exit should be made without any hesitation.

Frequency of drills is more important in the primary and grammar grades than in the high-school grades. By the time pupils have reached high school, the panicky feeling of a drill should no longer exist.

Every school building is different; the age, size, and nationality of children change yearly, and the teaching staff and building employees do not remain the same during the entire term. It is necessary therefore for each school to consider the question of removing the children from the building at time of fire a personal one requiring a definite study by the principal or superintendent and the various adults working in the building. Drills for this purpose might be subdivided as follows: Plan, Purpose, Procedure.

Planning Fire Drills

The plan will depend upon the type, kind, design, and location of the school building, the number of teachers, age of the children, the possible use of older children as monitors, and the general character and physical condition of the children. Special provisions must be made for the removal of those who are crippled, or otherwise have to be helped.

It may be necessary to completely reassign the use of rooms to permit the quick exit of the younger children, who sometimes are improperly housed on upper floors. Defi-

nite detailed plans must be prepared, explained to the teaching staff and to others who may be called upon to act in a supervisory manner, and they should be modified as little as possible from any standardized drills used in other schools in the district. A standardized drill and fire-alarm signal is an essential for every community.

Purpose of Fire Drills

The purpose of any drill is to perform the operation a sufficient number of times so that it is possible in an emergency to carry it out in a natural, unhurried manner. Drills therefore should be started during the first three days of school in the fall term. This first drill should be a slow-motion affair, so that all of the details can be explained and a full understanding obtained. Numerous other drills should be held during the early part of the fall term until the evacuation of the building becomes so well established that the influx of a few new pupils would not make it necessary to hold the drills so frequently in severe winter weather common in some states. Drills are to accustom people to the action which should be taken during a fire. Fires may occur at any minute, therefore no fixed time should be set for any drill, no notification should be sent to any teacher, and the only ones notified should be those whose duty it is normally to transmit an alarm to the fire department. To completely evacuate the building is the main consideration and must always be borne in mind. Other work or duties should never be assigned which would interfere with the exit of any of the pupils.

Careful Disciplined Procedure

In executing fire drills, consideration should be given to the health of the children, but except at such times when there are epidemics of colds, the short time that children will be out of doors seldom endangers their health even in severe cold weather.

Practice in mass marching is always worth while. Release from discipline inside of a building is seldom advisable. Well-disciplined drills can be made a part of the evolutions used when children leave auditoriums, gymnasiums, or go out of doors at recess time.

There are many ways to improve the execution of fire drills. They should be varied to correspond to the possibility of an exit being blocked, they must provide for classes to cross streets safely where sufficient yard space is not available, they must not leave children at locations where they would be injured by falling walls, they must not release children who in their excitement might return to the building, they must not be such as to interfere with the work of the firemen, nor should the firemen in any way block the exit of the children with their hose lines or ladders.

Exit drills should be planned and executed with the one thought of removing the children to a point of safety, and in carrying out this plan the advice and co-operation of the chief of the fire department should in all cases be requested. He should be more competent than any other person in your community to inspect the premises and to develop and aid in the execution of an efficient fire drill, whether as a test or as an emergency.

Catholic Educational Association to Meet in Washington, D.C.

THE thirty-sixth annual meeting of the Catholic Educational Association of America will be held at the Catholic University of America, Washington, D. C., during Easter Week, April 12 to 14 inclusive. This first meeting of the Association in the Nation's Capital, will be under the patronage of Rt. Rev. Joseph M. Corrigan, rector of the University, and as a tribute to the golden jubilee of the University.

Mass at the National Shrine

The opening pontifical Mass will be celebrated at the National Shrine of the Immaculate Conception on the campus of the University at 10 a.m., Wednesday, April 20. It is expected that Rt. Rev. John B. Peterson, bishop of Manchester, N. H., president general of the Association, will celebrate the Mass and deliver the opening address of the Convention. The opening and closing general meetings will be held at the gymnasium of the University. The college and university department will hold its meetings at McMahon Hall. The secondary-school department will meet at the chapel-auditorium of Trinity College near the University. The parish-school department will meet at the gymnasium of the University. The seminary department and the minor-seminary section will hold its sessions at Caldwell Hall. The Catholic blind-education section will be found at Mullen Library.

Headquarters and Hotels

General convention headquarters have been established at the Raleigh Hotel, Twelfth Street and Pennsylvania Avenue, N. W. Other hotels giving special attention to delegates are the Willard, Mayflower, Washington, Harrington, and Capitol Park.

Since Washington is usually crowded during Easter Week, convention authorities are urging those who wish hotel reservations to arrange for them as early as possible. A list of places where priests may say Mass may be obtained from Rev. Ferdinand B. Gruen, O.F.M., Ph.D., 1362 Monroe St., N.E., Washington, D. C. Sisters may make reservations for the convention by writing to Rev. Felix M. Kirsch, O.M.Cap., Ph.D., Capuchin College of St. Francis, Brookland, D. C.

Annual Banquet

The annual convention banquet will be held at Hotel Washington on Thursday evening, April 13. Dr. Martin R. P. McGuire, dean of the graduate school of arts and sciences of the Catholic University of America, will deliver the principal address at the banquet. Lunches for delegates will be served Wednesday and Thursday noon at the University and at the dining room of Trinity College.

The Washington committee on local arrangements includes: Rt. Rev. Edward B. Jordan, S.T.D., chairman; Rev. Ferdinand

B. Gruen, O.F.M., Ph.D.; Rev. Felix M. Kirsch, O.M.Cap., Ph.D.; Rev. Francis A. Mullin, Ph.D.; Thomas G. Foran, Ph.D.; Francis J. Drobka, Ph.D.; Joseph M. Murphy, A.M.; and Thomas Jordan, A.M.

Courses in Democracy

One of the subjects on which discussion will be focused, it is expected, will be the preparation of intensive studies in democracy for the Catholic schools of the United States—a work which has been undertaken by the Catholic University of America at the request of the Bishops of the United States and suggested by the wishes of the late Holy Father, Pius XI. Teachers who are especially interested in this important work will wish to learn of its progress and to take part in any discussions pertaining to it. No doubt this will be an opportunity to learn what assistance they themselves can give to the project.

Educational Exhibit

During the Convention there will be an exhibit of textbooks, library books, encyclopedias, reference books, school furniture, teachers' helps, and all kinds of modern school equipment. These exhibits, prepared by publishers and manufacturers and in charge of their representatives, have as their main purpose to acquaint the visitors with the newest improvements in educational material. The best teachers can always profit by new ideas suggested by a visit to such educational exhibits.

The Program

Parish-School Department

The general theme for the opening meeting of the parish-school department, Wednesday afternoon, at the Gymnasium of the Catholic University will be:

Phases of the Reading and Literature Program in Elementary School.

Papers to be read are: *Learning to Read A Joy, Not a Job*, by Sister M. Dorothy, O.P., St. Joseph's College, Adrian, Mich.; *Diagnostic and Remedial Procedures in Reading*, by Dr. James A. Fitzgerald, clinical director of reading, Loyola University, Chicago, Ill.; *Children's Choices in Catholic Poetry*, by Sister M. Florence, S.S.N.D., St. Joseph's Home, Green Bay, Wis.; and *The Qualities in Literature that Appeal to the Catholic Boy*, by Rev. Francis E. Benz, editor, *The Catholic Boy*, Minneapolis, Minn.

On Thursday the general theme will be:

Improvement of the Teaching Process in the Elementary School.

Papers to be read at the morning session are: *Visual Aids and Their Function in the Teaching Process*, by Brother Angelus, C.F.X., principal, St. Matthew's School, Brooklyn, N. Y.; *What Are the Essentials in the Teaching of Religion?*, by Rev. Felix M. Kirsch, O.M.Cap., Ph.D., Litt.D., department of education, the Catholic University of America; *The Problems of the Adolescent Boys and Girls*, by Rev. Raphael C. McCarthy, S.J., Ph.D., president, Marquette University, Milwaukee, Wis.

Papers at the afternoon session are: *The Integration of Catholic History in the Catholic Elementary School*, by Marie R. Madden, Ph.D., author and historian, Brooklyn, N. Y.; *Four Years of Research in Civic Education*, by L. J. O'Rourke, Ph.D., chairman, board of advisers, The Civics Research Institute, Washington, D. C.; and *Pope Pius XI on Christian Democracy in the Elementary School Program*, by Rt. Rev. Msgr. Francis J. Hass, Ph.D., LL.D., dean of the school of social science, the Catholic University of America.

On Friday morning the general theme will be:

Administration and Supervision in the Elementary School.

Papers scheduled are: *Principals Who Do and Teach*, by Sister Mary Louise, R.S.M., A.M., supervisor, Sisters of Mercy, and instructor, Catholic Teachers' College, Providence, R. I.; *The Pastor and His Parish School*, by Rev. Thomas R. Reynolds, P.P., pastor, St. Matthew's Church, Dorchester, Mass.; and *The Catholic Elementary School and the Diocesan Superintendent's Visitation*,

by Rev. James T. O'Dowd, Ph.D., assistant superintendent of schools, Archdiocese of San Francisco, Calif.

Secondary-School Department

This department will hold its sessions in the chapel-auditorium of Trinity College, Michigan Avenue, off North Capitol, near the University campus.

In commemoration of the Golden Jubilee of the Catholic University this department will devote its sessions to a unified program based on the recommendations of our late Holy Father Pius XI which are contained in his letter of September 21, 1938, regarding this Jubilee. In this letter he states: "The Catholic University . . . has the traditional mission of guarding the natural and supernatural heritage of man. In fulfillment of this sublime mission it must . . . give special attention to the sciences of civics, sociology, and economics."

The general topic Wednesday afternoon will be:

The Objective of Catholic Education.

Two papers are scheduled; namely, *The Basic Philosophy of Catholic Secondary Education*, by Very Rev. Ignatius Smith, O.P., Ph.D., LL.D., dean of the school of philosophy, the Catholic University of America; and *The Aims of the Catholic High School in Terms of Results*, by Rev. Julian L. Maline, S.J., Ph.D., supervisor of schools, Milford, Ohio.

The general topic for Thursday will be:

The Means of Obtaining Our Objectives.

Papers to be read at the morning session will be: *The Catholic School in a Democracy*, by Rev. Edmund J. Goebel, Ph.D., diocesan superintendent of schools, Milwaukee, Wis.; and *The Catholic School Trains for Good Citizenship*, by Rev. Edward P. Dowling, S.J., associate editor, *The Queen's Work*, St. Louis, Mo.

Social Objectives

The papers on Social Objectives scheduled for Thursday afternoon will be: *The Social Ideal of the Catholic Student*, by Rev. Felix M. Kirsch, O.M.Cap., Ph.D., member of the faculty of the Catholic University of America, Washington, D. C.; and *Religion as the Basis of Character Building*, by Brother Vincent, C.F.X., A.M., supervisor of schools, Baltimore, Md.

Economic Objectives

Papers on Economic Objectives to be read Friday morning are: *High-School Guidance*, by Brother J. Sylvester, F.S.C., A.M., LaSalle Institute, Glencoe, Mo.; and *Catholic Education in America*, by Rev. Geoffrey

O'Connell, Ph.D., pastor, St. Elizabeth's Church, Clarksdale, Miss.

College and University Department

This department will convene at McMahon Hall at 2:30 p.m., Wednesday.

Address of the President

Rev. Francis L. Meade, C.M., Ph.D., vice-president and dean of the college of arts and sciences, Niagara University, Niagara University, N. Y., will deliver his presidential address entitled *This Changing Society*.

After a business session and reports of the regional chairmen, Rev. Joseph A. Gierut, Ph.D., dean of studies, St. Mary's College, Orchard Lake, Mich., will read a paper on *The Gierut System of Grading*.

Thursday morning there will be three papers, each followed by discussion. They are: *Principles and Actions in Catholic Colleges*, by Mother Grace C. Dammann, R.S.C.J., president, Manhattanville College of the Sacred Heart, New York, N. Y.; *The Role of the University in Catholic Action*, by Rev. William Ferree, S.M., A.M., University of Dayton, Dayton, Ohio; and *A National Honor Society for Students and Graduates of Catholic Colleges and Universities*, by Rev. Edward A. Fitzgerald, LL.D., director of studies, Columbia College, Dubuque, Iowa.

The session Thursday afternoon will be opened with a *Report of the Committee on Graduate Studies*, by Rev. Thurber M. Smith, S.J., LL.B., Ph.D., dean of graduate school, St. Louis University, St. Louis, Mo., chairman.

There will be three papers; namely, *Teacher Training in Graduate-School Programs*, by Francis M. Crowley, A.M., Ph.D., dean of school of education, Fordham University, New York, N. Y.; *Function of the Dissertation in the Training of Candidates for the Master's Degrees*, by Rev. Philip S. Moore, C.S.C., Ph.M., graduate school, University of Notre Dame du Lac; and *Co-operation of the College Section of the Catholic Library Association with the N.C.E.A.*, by Rev. Andrew L. Bouwhuis, S.J., A.M., librarian, Canisius College, Buffalo, N. Y.

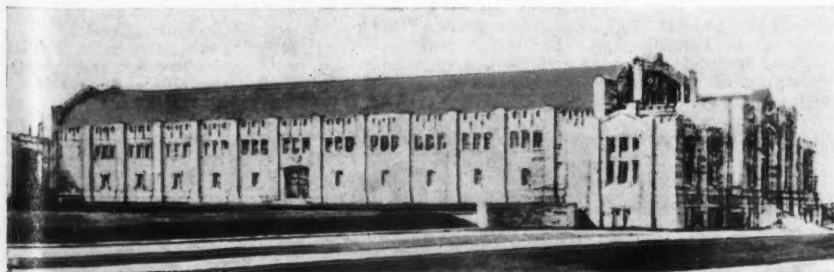
Friday morning will be devoted to reports of three committees; namely, *Report of the Committee on Libraries and Library Holdings*, by Rev. Samuel K. Wilson, S.J., Ph.D., president, Loyola University, Chicago, Ill., chairman; *Report of the Committee on Educational Problems and Research*, by Edward A. Fitzpatrick, Ph.D., Litt.D., LL.D., president, Mount Mary College, Milwaukee, Wis., chairman; and *Reports of Committees on Finance, Resolutions, and Nominations*.

Seminary Department

The Catholic University of America and the Affiliation of Major Seminaries will be the subject of a paper Wednesday afternoon at the opening meeting in Caldwell Hall, by Rt. Rev. Msgr. Joseph Corrigan, S.T.D., LL.D., Litt.D., rector, the Catholic University of America.

Very Rev. Michael J. Larkin, S.M., Ph.D., rector, Notre Dame Seminary, New Orleans, La., will read a paper on *The Pastoral Course: Its Content and Method*.

The following papers, each followed by discussion, will be read Thursday morning: *The Course in Spiritual Theology, Its Content and Sources, Its Position in the Plan of Seminary Education*, by Rev. Joseph C. Fenton, S.T.D., professor of dogma, department of theology, the Catholic University of



Gymnasium, Catholic University of America, Washington, D. C.—General meetings and meetings of the Parish-School department will be held here.

America; and *The Seminary Paper—Is It Desirable?*, by Rev. W. Stephen Reilly, S.S., D.D., St. Mary's Seminary, Baltimore, Md.

On Thursday afternoon there will be a joint session of the major- and minor-seminary representatives.

Rev. Theodore Heck, O.S.B., Ph.D., St. Meinrad's Seminary, St. Meinrad, Ind., will read a paper on the *Major- and Minor-Seminary Work*. This will be discussed by

Very Rev. Edward Donze, S.M., Marist Seminary, Brookland, D. C.; and Rev. Joseph J. McAndrew, A.M., Mt. St. Mary's Seminary, Emmitsburg, Md.

On Friday morning, Rev. Ignatius Smith, O.P., S.T.Lr., Ph.D., Dominican House of Studies, Brookland, D. C., will present a paper on *Better Preaching in the Seminary*. This will be followed by a general discussion and a business meeting.

Catholic Library Association to Meet in Washington, D.C.

THE 1939 meeting of the Catholic Library Association will be held at the Catholic University of America, Washington, D. C., during Easter Week, April 12 to 14 inclusive, in conjunction with the convention of the N.C.E.A.

This is welcome news to members of both associations. The C.L.A. had its beginning in the Catholic library section of the National Catholic Educational Association. While the C.L.A. formed an independent organization in 1931, officers and members of both associations still wish to co-operate closely.

Plans are being made for an exchange of speakers at the two conventions in each of the corresponding sections. The library committee of the college and university department of the N.C.E.A. has arranged to have a C.L.A. committee supply bibliographical data for its list of books for Catholic-college libraries, and is working

on a number of other projects pertaining to Catholic-college libraries.

General sessions of the C.L.A. convention will open Tuesday morning, April 11, at the Catholic University Music Building. These will be followed by round-table discussions and luncheon sessions Tuesday, Wednesday, Thursday, and Friday in the Music Building and Mullen Library of the Catholic University and at Georgetown University.

General headquarters of the C.L.A. are at the University of Notre Dame (Indiana), the address of the secretary-treasurer, Mr. Paul R. Byrne. The president is Rev. Coleman J. Farrell, O.S.B., president of St. Benedict's College, Atchison, Kans. Sister M. Florence, O.S.B., librarian at Mt. St. Scholastica College, Atchison, Kans., is chairman of the publicity committee of the C.L.A.

New Books of Value to Teachers

America—Land of Promise America—Land of Opportunity

By Sisters of Mercy of the Brooklyn Community. The Bruce Publishing Company, Milwaukee, 1938.

An unusually progressive, because scientifically correlated, series of histories for the Catholic grade schools; a series in which there is a religious cord threaded throughout; a series giving full credit to Catholics for the part they have played in the drama of discovery and colonization of our country. The features of interest evidence the fact that the authors are superior teachers and understand textbook-matter assemblage well enough to couch the events in language not above the comprehension of the respective grades. Using these texts, the teaching—and studying—of history will not be the grueling task that it usually is. The simplicity of diction and variety of exercises, tests, and projects prognosticate a love of history on the part of the children and a looking forward with pleasure to the history period on the part of the teacher. Both these aspects are quite new, as many a teacher can testify.

A list of the features of interest might help to arouse in good teachers still greater interest in the series: simple diction, interesting narrative, appreciation of Catholic leadership and culture, integration of Catholic and secular history, more than adequate content, especially prepared new illustrations, and great variety of study aids. This is a mere listing. A browsing through the series by teachers of experience will

not fail to arouse the keen interest needed for adoption.

The first of the above books, *America, Land of Promise* (296 pages, \$1.24), begins with the European backgrounds and traces in a Catholic tone, the development of Spain, France, Holland, and Sweden in the New World, thus giving a new treatment of American history for Catholic elementary schools.

The second book, *America, Land of Opportunity* (366 pages, \$1.32), begins with English colonization and ends with the close of the Revolutionary War. Here again no Catholic event of note is omitted. And so on through the series of five books,* which cover five years of study at the rate of one chapter a week. At the end of each book there is a review of the work of the term, and the final volume is a concise review of the complete story of our land. An additional favorable feature of each book is the separate list of reference books for the teacher and for the pupils.

Besides correctness of facts, the motive of the authors is truly historical and in accord with American ideals: "to build up in young minds, imaginations, and hearts the great democracy of America and to fix a lasting love for its institutions," obviously, including the Catholic institutions. After going through the first two books carefully the verdict is: they cannot be recommended too highly. The debt of gratitude the Catholic educators of the United States owe the

*This series will, when completed, contain five books for grades four to eight, inclusive.

Sisters of Mercy should be paid by adopting the series wherever antedated or overdifficult texts dictate new adoptions.—S. M. S.

The Religion Teacher's Library

By Rev. Felix M. Kirsch, O.M.Cap., and Rev. Claude Vogel, O.M.Cap. Paper, 62 pp., 25 cents. St. Anthony Guild Press, Paterson, N. J.

A selected, annotated list of books, pamphlets, and magazines for teachers of religion. The compilers of this handy and useful bibliography have done a fine piece of work; first in making selections from the great mass of literature on various phases of teaching religion, and secondly in evaluating and briefly describing the many selections made. Each entry also gives the mechanical description of the book, the price, and the publisher. A directory of publishers gives full names and addresses.

Some teachers of religion attribute their failures to a lack of detailed knowledge of certain phases of the subject matter and lack of training in methods of teaching. This booklet points out selected sources of the needed information. Under "Teachers' Aids" are listed: basic references, the Creed, the Commandments, the Sacraments, prayer and virtue, the Mass and liturgy, literature on vocation, methods of teaching religion. Then there are sections on: textbooks, spiritual reading, prayer books, marriage and the sex problem, religious plays, visual aids, and magazines.

The Barnes Dollar Sports Library

Edited by W. L. Hughes. Cloth, averaging about 110 pp. \$1 each. A. S. Barnes and Company, New York City.

This is a series of well-printed substantially bound, and profusely illustrated monographs. Distinguished authorities, leading coaches, and men with actual experience are its authors. The volumes now available are: *Football* by W. Glenn Killinger; *Baseball* by Daniel E. Jessee; *Basket Ball* by Charles C. Murphy; *Track and Field* by Ray Conger; *Fundamental Handball* by Bernath E. Phillips; *Better Badminton* by C. Jackson and G. Keasy. These books are reprinted from *The Book of Major Sports* by the same publisher, but many more half-tone pictures are added. In this series is also listed *Modern Methods in Archery* by Reichart and Keasy. This is a new publication intended as a text, and novices as well as experts will find the material of equal value. All the volumes bring a historic introduction to the particular sport, its rules, the making of equipment, etc. The series is priceworthy and recommendable as a reference library for high schools, colleges, C.Y.O., and similar organizations of youth—Kilian J. Hennrich, O.M.Cap.

Olaf and Ane

By Virginia Olcott. Cloth, 168 pp. 96 cents. Silver Burdett Co., New York, 1938.

Boys and girls from 8 to 12 years old will be delighted with these stories and illustrations of the life and customs of Norway. The book not only will serve as a supplementary reader for geography and reading classes, but also suggest ideas for home and school activities.

The Morality of the Newspaper

By Richard Reid. Paper, 72 pp. Published at the University Press, Notre Dame, Ind.

A series of five lectures, given at the University of Notre Dame, dealing with defects of the press.

Taking Down the Crib

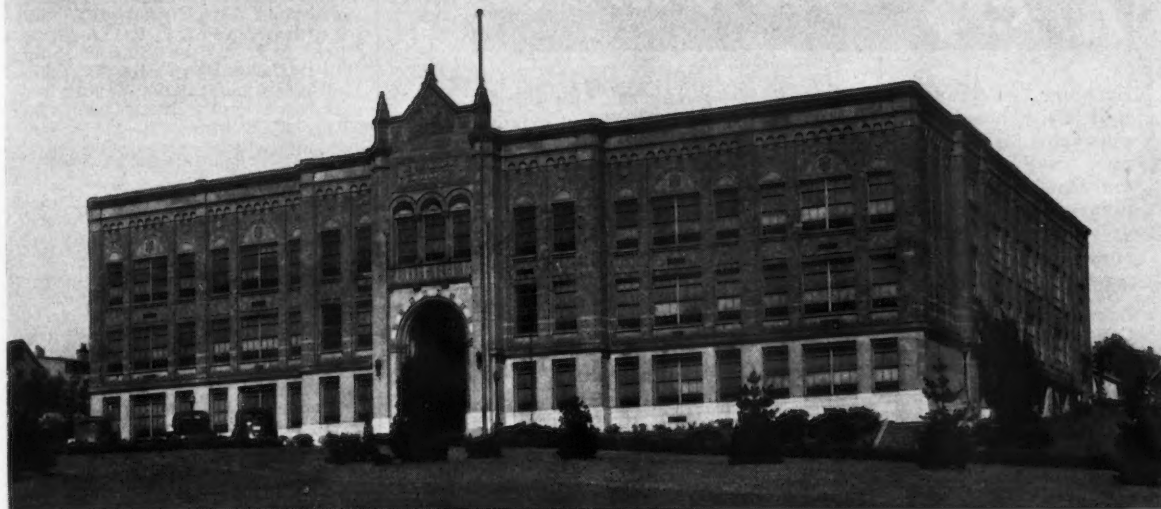
By Francis X. Downey, S.J. Illustrated by Victor Dowling. 31 pp. \$1. The Pro Parvulis Book Club, Inc., New York City, 1937.

A "really-truly" lovely story of a little boy with large popping eyes and the most attractive, black-brown complexion. His name is John Lyn and he lives in Jamaica. He is Spanish, of course, but he speaks English with such quaint expressions that they will delight even the youngest reader. When he is very happy he says he is "happy-happy," and if still more happy, then it is "happy-happy-happy." To the delight of all Catholic youngsters there is a Sister in the story, Sister Theresa, who is not afraid to put on a long paper nose to make the lonesome children laugh.

The story tells of how little John talks to St. Joseph; how a shepherd chases a donkey; how

(Continued on page 21A)

CONTROL by JOHNSON



*Roger Bacon High School, St. Bernard, Ohio
J. F. Shebley, architect; J. E. Branson, mechanical engineer, Cincinnati*

When special problems in the automatic control of temperatures are encountered, architects, contractors, and owners are confident that "Control by Johnson" is the answer. An example is the Roger Bacon High School at Saint Bernard, Ohio, owned by the Franciscan Fathers of the Province of Saint John. In sixteen of the rooms in this building, a uniform temperature is maintained at all times, while fifty-six rooms are equipped in such a way that a reduced temperature may be carried during "non-occupancy" periods.

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are required, and there is no "lost motion" in going through the building to turn off the heat. Special problems solved, by the Johnson organization, in a very special way!

Why does Johnson apparatus please so many people? Why do governmental units and religious orders, which have used Johnson equipment for many years, depend on "Control by Johnson", again and again, for new schools and public buildings? Johnson engineers can tell you. Pioneers in automatic temperature and air conditioning control, they know that Johnson devices are modern, up-to-date, yet tried and tested, to satisfy every requirement. That is why "Control by Johnson" may be specified with complete confidence.



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Catholic Education News

Significant Bits of News

¶ The Xavarian Brothers will celebrate, on June 5, the centenary of their establishment. Under direction of Brother Aloysius, C.F.X., principal of Mission High School, Boston, a souvenir booklet will be issued. Each province will establish a purse of \$5,000 to prepare young men for work in the order. ¶ Teachers in the Catholic schools of the Diocese of Seattle, on February 11, held regional meetings in Seattle, Tacoma, Centralia, Everett, and Yakima, Washington. Some of the subjects discussed were: The Place of Composition on the Grade Program; Arithmetic in the Eighth Grade; Experimental Work in Spelling; History in the Sixth Grade; Art Appreciation in the Primary Grades; Religion One and Two in the Same Room; Literature in the Upper Grades. ¶ Christian youth was called to a modern crusade for the restoration of the King-

dom of Christ in a broadcast over NBC on February 11 by Most Rev. Emmet M. Walsh, bishop of Charleston. The Bishop spoke as a participant in the "Call to Youth" program of the National Council of Catholic Women. ¶ De La Salle High School, Chicago, Ill., is celebrating its 50th anniversary. The school was opened by the Brothers of the Christian Schools, May 19, 1889.

Personal News Items

¶ REV. DR. MATTHEW J. FITZSIMONS, S.J., has been appointed regional director of higher education of the National Jesuit Educational Association. He will be director for the Jesuit colleges of the Middle Atlantic States. ¶ REV. THOMAS F. FLYNN, dean of Teachers College, St. John's University, Brooklyn, N. Y., has become vice-president of St. John's University. ¶ Rev.

EDWARD SELLMAN, former vice-president of St. John's University, Brooklyn, N. Y., is now superior of St. Vincent's Seminary, Germantown, Pa. ¶ REV. JOHN J. LAUX, pastor of Holy Guardian Angels Church, Sanfordtown, Ky., died February 8. He was well known as the author of a popular textbook in *Church History* for high schools, *Life of St. Boniface*, *Life of St. Columbian*, and *Songs of Zion*. ¶ REV. PETER J. CUSICK, S.J., former president of Canisius College, Buffalo, N. Y., died February 7, at the age of 63. ¶ REV. ALOYSIUS T. SIELMAN, M.S., has been named superior of La Salette College, Hartford, Conn. Father Sielman has been a professor for 17 years at this college conducted by the Missionary Fathers of Our Lady of La Salette.

Public-School Relations

¶ In the State of New York, bills have been introduced in the legislature to provide transportation for all children and special treatment and appliances for handicapped children irrespective of whether they attend public or private schools. These bills would give effect to the provisions of the new state constitution. ¶ Robert M. Hutchins, president of the University of Chicago, endorsed federal aid for students of private schools in a recent article in the *Saturday Evening Post* entitled "Uncle Sam's Children." The real issue, he says, is neither federal nor denominational support, but "whether we mean what we say when we talk about equality of opportunity." ¶ The Board of Education of Trenton, N. J., on February 6, was served with a formal notice that it must take over the city's \$700,000 Catholic-school system. Economic circumstances and a recently enforced ban on bingo games were given as the reasons. ¶ Proposed changes in the school laws in Ceylon would be detrimental to the "assisted schools." At present, besides government schools there are in the island many "assisted schools." All schools receiving subsidies from the government are obliged to accept pupils of any race, nationality, or creed. The schools, in respect to language, are English, vernacular, or bilingual. Assisted schools are conducted by Buddhists, Hindus, and Christians. Since Catholics on the island outnumber considerably all other Christian denominations together, most of the Christian schools are Catholic schools. ¶ Three bills have been introduced in the Ohio legislature to give aid to private and parochial schools and to remove the discrimination which now exists. The bills provide for state aid upon the basis of attendance, for free textbooks, and for transportation upon the same bases as these items are provided for children of the public schools. Similar bills were defeated in the last general assembly.

Coming Conventions

¶ April 3-6. American Association for Health and Physical Education and Recreation—A Department of N.E.A., at San Francisco, Calif. Dr. N. R. Neilson, 201 Sixteenth St., N.W., Washington, D. C., secretary. ¶ April 3-6. Northwest Association of Secondary and Higher Schools, at Spokane, Wash. Paul S. Filer, Spokane, secretary. ¶ April 5-8. Eastern Commercial Teachers' Association, at New York City. R. C. Goodfellow, Board of Education, Newark, N. J., secretary. ¶ April 6-8. Tennessee Teachers' Association, at Nashville. A. D. Holt, 602 Cotton States Bldg., Nashville, secretary. ¶ April 10-11. Catholic Association of International Peace, at Washington, D. C. Rev. R. A. McGowan, 1312 Massachusetts Avenue, N.W., Washington, D. C., secretary. ¶ April 10-14. Association for Childhood Education, at Atlanta, Ga. Mary E. Leeper, 1201 Sixteenth St., N.W., Washington, D. C., executive secretary. ¶ April 11. Catholic Anthropological Association, at Washington, D. C. Rev. John M. Cooper, Catholic University, Washington, D. C., secretary. ¶ April 11-14. Catholic Library Association, at Washington, D. C. Paul R. Byrne, University of Notre Dame, South Bend, Ind., secretary. ¶ April 12-14. Kentucky Education Association, at Louisville. W. P. King, 1423 Heyburn Bldg., (Continued on page 16A)

LYON

Announces

A NEW, EASY, 100% SANITARY METHOD OF HAND WASHING WITH WARM SHOWERING WATER AND SOAP



This metal tray and 32 glass lunch jars, numbered for individual use, is available for Showerway

Independent and Semi-automatic models. Provides energy-building warm food for luncheons.



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Water in Showerway is heated by approved kerosene stove or thermostatically controlled electric strip heater. In rural schools the warm water tank provides space for tray and 32 glass lunch jars (numbered for individual use) used to provide children an energy-building dish at luncheon time. Food is heated at no extra cost for fuel . . . and without special attention by teacher.

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Inexpensive to operate; cost, including soap is only a few cents per day for a 30-pupil classroom. Plan now to give your children Showerway protection . . . your school, Showerway advantages and economies. Even schools with limited equipment budgets can afford this efficient, approved health guardian. Mail coupon for full details.

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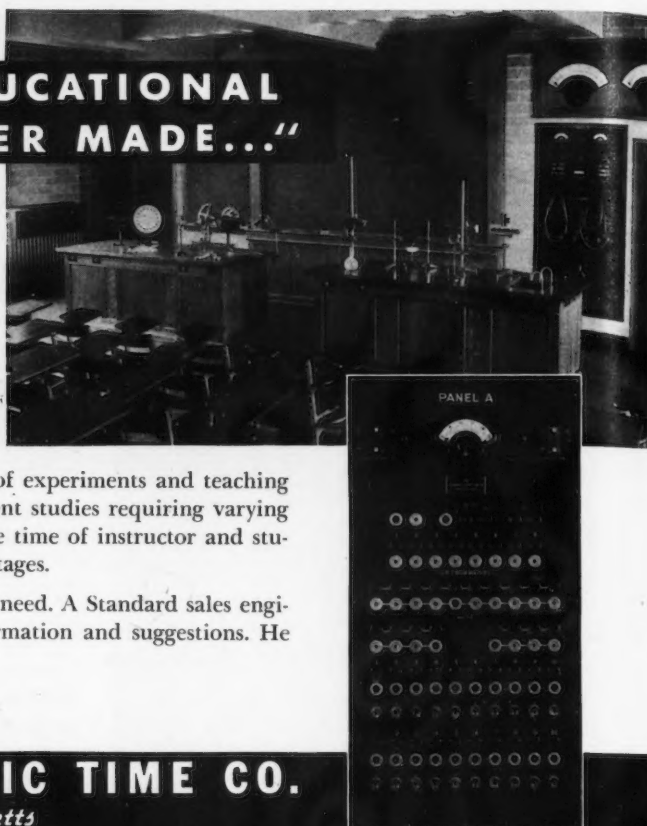
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(Continued from page 14A)

Louisville, secretary. **April 12-14.** National Catholic Educational Association, at Washington, D. C. Rev. Dr. George Johnson, 1312 Massachusetts Ave., N.W., Washington, secretary. **April 17-18.** Wisconsin Music Teachers' Association, at Milwaukee. Bertha Klingholz, 502 N. Ninth St., Manitowoc, secretary. **April 19-22.** Eastern Arts Association, at New York City. Raymond P. Ensign, 250 East 43rd St., New York City, secretary. **May 1-5.** National Congress of Parents and Teachers, at Cincinnati, Ohio. Mrs. Warren L. Mabrey, 421A North Frederick, Cape Girardeau, Mo., secretary. **May 3-6.** Western Arts Association, at Grand Rapids, Mich. Harry E. Wood, 5215 College Ave., Indianapolis, Ind., secretary. **August 6-11.** Eighth Biennial Congress of the World Federation of Education Associations, at Rio de Janeiro. Headquarters of the Association, 1201 Sixteenth St., N.W., Washington, D. C.

Catholic Library News

■ The national convention of the Catholic Library Association will be held jointly with the N.C.E.A. convention at the Catholic University of America, Washington, D. C., April 12-15. Further details will be found with the N.C.E.A. announcements in this issue of THE CATHOLIC SCHOOL JOURNAL. ■ The Oregon-Washington unit of the C.L.A. has been established with Brother David, C.S.C., librarian of the University of Portland as chairman. ■ Sister M. Elvira, O.F.M., librarian of St. Francis College, Joliet, Ill., is chairman of the special memberships committee. ■ Rev. Irenaeus Herscher, O.F.M., librarian of St. Bonaventure's College, St. Bonaventure, N. Y., is a new member of the committee on library-training agencies. ■ Sister M. Mark, librarian of St. Mary College, Leavenworth, Kans.; Rev. August Reyling, O.F.M., librarian of Quincy College, Quincy, Ill.; and Sister St. Ruth, librarian of D'Youville College, Buffalo, N. Y., chairman, are members of the committee on committees and special projects.

Nations at Requiem Mass

The Catholic University of America, on February 15, sponsored a solemn pontifical requiem Mass for the soul of His Holiness Pope Pius XI at the Shrine of the Immaculate Conception. Most Rev. Amleto Giovanni Cicognani, apostolic delegate, was celebrant.

Invitations were extended to the diplomatic corps and high government officials. About 40 nations were represented by their official representatives in Washington. The beginning of the Mass and the eulogy by Msgr. Corrigan, rector of the University, were broadcast to the United States and foreign countries.

Increased School Enrollment in Diocese of Hartford

The ninth annual report of the parish schools of the Diocese of Hartford, submitted recently by diocesan superintendent Rev. Austin F. Munich, shows an increase of 115 pupils in the 108 schools of the diocese.

Two parishes opened a ninth grade, one opened a commercial course, and one a tenth grade. Four kindergartens were opened and seven of the newer schools added elementary-grade rooms. The present enrollment of 48,729 students in all the educational institutions of the diocese places the Diocese of Hartford fifteenth in rank in the United States.

In October, 1938, there were 1,125 teachers; of these 1,062 were religious and 63 lay teachers. A fine new building was opened at Riverside. This building is described and illustrated in the Fabric of the School Section of this issue of THE CATHOLIC SCHOOL JOURNAL.

In September a new syllabus in civics was inaugurated and a new text adopted—*Our Government and Our Civic Duties* by Sister Francis Joseph of the Sisters of Providence. A new system of diocesan examinations was adopted this year. Each pupil is given a printed copy of objective tests, a key to which is held by the teacher.

Catechetical Conference

A regional conference of Christian Doctrine was held March 4 in San Francisco. Miss Miriam Marks, national secretary of the Confraternity of Christian Doctrine, from headquarters in Washington, D. C., addressed the meeting on the subject of "Lay Participation in Confraternity Work." Miss Marks is one of the few American women who have received the Papal decoration *Croce pro Ecclesia et Pontifice*.

Columbia Now Loras College

The name of Columbia College, Dubuque, Iowa, has been changed to Loras College in honor of the saintly Bishop Mathias Loras, first bishop of Dubuque, who founded the college and seminary. The school was known as St. Joseph's College before becoming Columbia. Loras College and Academy will celebrate its centennial this summer.

Educational Broadcasts

The United States Office of Education is at present sponsoring three series of educational broadcasts.

Americans All—Immigrants All is on the CBS network every Sunday from 2 to 2:30 p.m. EST. On April 2 it reviews Contributions to Science of various nationalities; on April 9, Arts and Crafts; on April 16, Social Progress.

The World is Yours is on the NBC Red Network every Sunday from 4:30 to 5 p.m. EST. Its purpose is to dramatize significant areas of human knowledge. On April 2 it is Gems and Gem Lore; on April 9, Head Hunters; on April 16, Trail Blazing with Science.

Wings for the Martins is on the NBC Blue Network every Wednesday from 9:30 to 10 p.m. EST. Its purpose is to encourage public interest in education. On April 5, it is Making the Most of the Library; on April 12, He Didn't Make the Team; on April 19, The Radio Makes Dad Nervous.

(Continued on page 18A)

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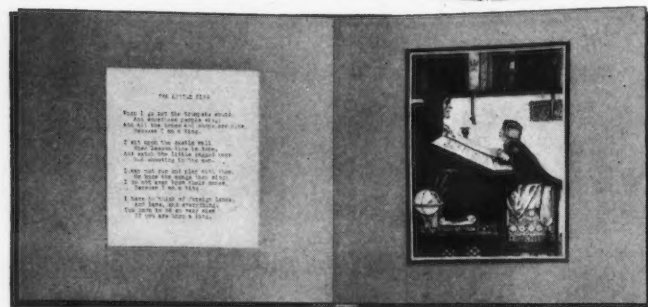
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(Continued from page 16A)

Watch the Radio Guides for other broadcasts. For instance, Rev. Hugh O'Neill, O.S.B., assistant professor of botany at the Catholic University of America, has been giving some interesting talks in co-operation with the American Wildlife Institute. One of these was given on Sunday, February 12 from 12:45 to 1 p.m. EST, over the Mutual Broadcasting System.

For Audubon Clubs

A Junior Audubon Club may be formed by a group of at least 10 children and become a member of the National Association of Audubon Societies. Each member receives a bird button and leaflets for drawing. Clubs receive *News on the Wing*, the Junior Audubon newspaper. Teachers and leaders may obtain educational pamphlets, charts, books, slides, and motion pictures. Membership costs the child 10 cents per year. For information write to The National Association of Audubon Societies, 1006 Fifth Ave., New York, N. Y.

Extremes in Activity Program

The extremes to which enthusiasm for activity programs are being carried in the schools of New York City were pointed out by Dr. Francis M. Crowley, dean of the school of education of Fordham University, in a recent talk at the Xavier Free Labor School for Teachers and Lawyers. Dr. Crowley found no fault with the principle that activity is a great help to learning. "Every good teacher," he said, "has used the principle of activity for centuries. It is with its extreme form that we quarrel. Theory should not be allowed to overwhelm practice. That is the danger in New York at the moment. It is one thing to speak of progressive education as a method, but it is still another to advocate it as a philosophy of life. . . . It is a shoddy thing to give a child a bundle of activities as the equivalent of an education. The extreme form of the program lacks the definiteness, substance, and continuity that constitute true edu-

cation. It is bad for the nervous system of the teacher and the child, and works havoc with their thinking processes."

Calendar Changes Explained

The Story of the Calendar from the year 4236 B.C. to A.D. 1944 is presented in a moving panorama of the centuries in an exhibit opened recently at the New York Museum of Science and Industry.

The exhibit, which takes the form of continuously changing displays and projection slides, reviews in sequence the five calendars which have been worked out and used by man since he first began to measure time in terms of days, months, seasons, and years. In conclusion, a sixth calendar is presented, which proposes to revise the one currently in use to provide a more uniform and co-ordinated arrangement of the various divisions of time.

The calendar review is introduced by a picture of man's first attempt at formulating a time-measuring device, in which he tried to base his calculations on the movements of the moon but found it impossible to co-ordinate these with the natural year. Next the Egyptian calendar appears, measuring time by the sun and dividing a 365-day year into 12 months of 30 days each, with 5 extra days of festival. Julius Caesar's adaptation of this calendar is next shown, with a solar year of 365¼ days, the introduction of an extra February day in Leap Year, and with the irregular months as we now have them. The Augustan calendar follows, adjusting the Julian calendar to fit the seasons and the naming of the old months Quintilis and Sextilis to July and August. Constantine's calendar, giving us the seven-day week and decreeing Sunday as the day of worship is next in order, and then the revision of Pope Gregory which gave the world the Gregorian calendar of the present day.

Finally, the proposed World Calendar appears, with its schedule arranged to provide a uniform year of exactly 52 weeks, four equal quarters

and two equal half years, with an additional Year-End Day holiday every year and a Leap-Year Day in leap years. The reasons why fourteen governments and numerous business, industrial, and other groups have already approved the changes embodied in the World Calendar and stand ready to adopt it as soon as enough of the rest of the world is in agreement are set forth in concise captions.

The exhibit is sponsored by the World Calendar Association.

Regional Catechetical Congress at St. Paul, April 11-13

A regional provincial Catechetical Congress under the patronage of Most Rev. John Gregory Murray, archbishop of St. Paul will be conducted in St. Paul, April 11, 12, and 13. The conference, of which Rev. R. G. Bandas of St. Paul is chairman, will deal with such topics as: What is the Confraternity of Christian Doctrine?; Methods of Teaching Religion; Lay Leadership and Religious Instruction of High-School Youth.

Delegates to the meeting are expected from three states, North and South Dakota and Minnesota, and nine dioceses, St. Paul, St. Cloud, Duluth, Crookston, Winona, Fargo, Bismarck, Sioux Falls, and Rapid City.

The congress will be opened April 11 at 8 p.m. and will close Thursday night, April 13, with a sacred concert at the St. Paul auditorium by the St. Paul Catholic Choral Society under the direction of Rev. Francis A. Missia of the St. Paul Seminary.

Immediately preceding the sacred concert, Most Rev. John Gregory Murray will distribute prizes to the winners in the Catholic Mission Crusade contest which is now being conducted in the Archdiocese of St. Paul.

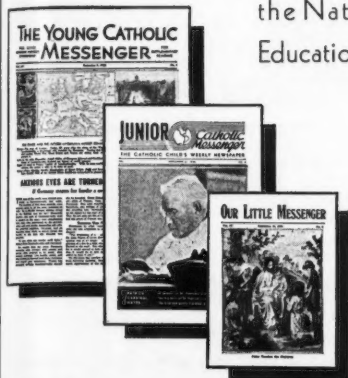
On other congress committees are Rev. George Ryan, Minneapolis, and Rev. Bernard Murray, chairman and co-chairman, liturgical committee; Rev. James J. Byrne, chairman, St. Paul; Rev. Joseph Vacek and Rev. Roger Connolly, St. Paul.

(Continued on page 21A)



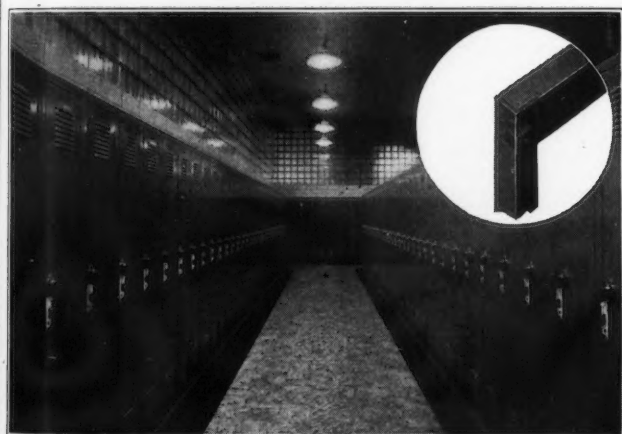
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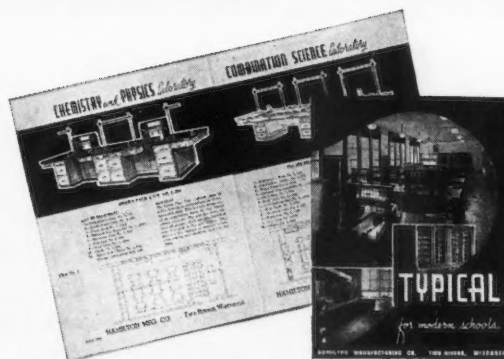
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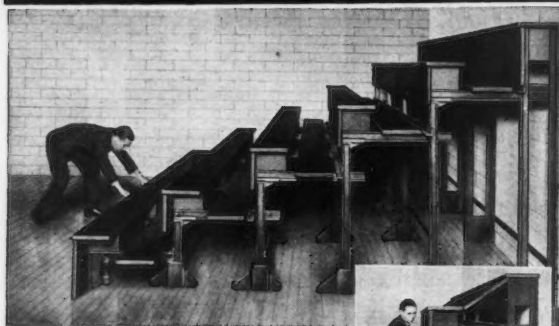
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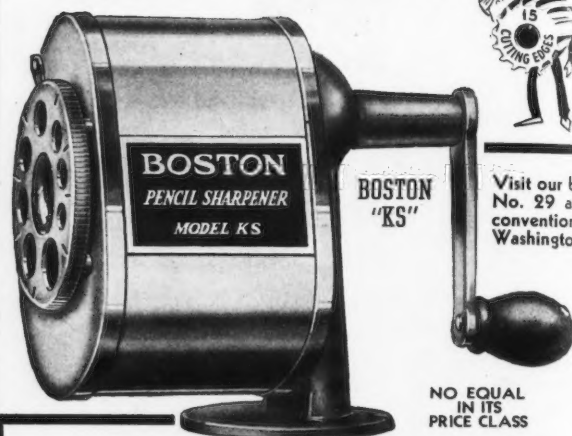
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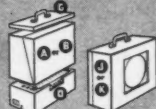
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(Continued from page 18A)

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The sacred concert the night of April 13 is being sponsored by the Confraternity of Christian Doctrine, and proceeds will be used to carry on religious activities among the young people of the Twin Cities. The musical unit consists of about 80 choristers, each with considerable training in choral work, who have voluntarily banded together under the leadership of Father Missia, professor of sacred music at the St. Paul seminary, to undergo several months of special training.

New Books

(Continued from page 136)

St. Joseph holds the Infant who tries to play with the frisky lambs; how Sister Theresa sends the ball soaring, then kneels down for a chat with the Blessed Mother; how the three kings introduce themselves to little John, and, take it all in all, how every statue in and around the crib comes to life and has the nicest time with the other "come-to-life" statues, while little John is "happy-happy-happy" among them. And the pictures, one almost on every page, and so beautiful that—but that would be saying too much. A "must-must" book for Catholic mothers and Sister-teachers of the first, second, and third grades. An ingenious nun will turn this story into an exciting Christmas play. — S. M. S.

American Wins

By Captain Burr Layson. Cloth, 214 pp. \$2. E. P. Dutton & Company. New York. N. Y.

This book tells the story of American aviation for American young folks. The author who is a captain in the air corps, emphasizes very strongly the part which aircraft will play in the next war.

Adventures in Respiration

By Yandell Henderson. \$3. Williams and Wilkins Co., Baltimore, 1938.

The distinctly autobiographical tone of Dr. Henderson's work will not please the objective-minded among its readers. Nevertheless, the scientific position and the reputation of its author warrants more than passing attention to this interesting tale of a scientist's efforts to establish a theory of whose validity he was convinced. The work is well, almost profusely, documented, and offers one index of persons and another of subjects.

The Agricultural and Hunting Methods of the Navaho Indians

By W. W. Hill. \$2.50. Yale University Press, New Haven, 1938.

This, the eighteenth in the Yale University Publications in Anthropology, maintains the uniformly high standard of the series. The care with which these studies are being carried out the wise choice of vanishing, or near-vanishing Indian cultures which are being exhaustively studied, makes this a valuable contribution to anthropology, as well as fascinating reading. We Americans have had a lot of pseudo-Indian stories foisted on us by imaginative or poetical interpreters of the aboriginal mind. It is refreshing to find the real thing in scientific literature.

Alaska Wild Flowers

By Ada White Sharples. \$3. Stanford University Press, Stanford University, Calif., 1938.

Very few people are aware of the profusion and variety of the floral life of the Alaskan peninsula. As a fascinating picture of the extent of these plant offerings this book is worth owning. Each two facing pages of text is followed

by two others, each with two photographs of Alaskan flowers taken in their natural habitat. These are most attractively gotten together, and are on the whole, quite as useful for diagnostic purposes as many of the illustrations found in most local floras. About the only weakness in the book is the lack of a key, and of sufficient documentation to establish the forms described.

Algae, the Grass of Many Waters

By Lewis Hanford Tiffany, Charles C. Thomas. \$3.50. Springfield, Ill., 1938.

This slim little volume offers so much that is valuable as a survey of the algal kingdom that it should be in every high-school and public library. The photographs are new and effective, the diagrams are not so complex as to be confusing, the style is perhaps the most attractive feature of the work. It is vibrantly fresh, almost to the point of gaiety. There is nothing in botanical literature that quite compares with it. On second thought, this should be an excellent work for one of the new survey courses which are becoming so popular in the modern college program.

Big Fleas have Little Fleas

By Robert Hegner. \$3. The Williams and Wilkins Co., Baltimore, 1938.

That a book may be simultaneously interesting and scientifically accurate has been amply proven by past productions from the pen of Johns Hopkins University's professor of protozoology. This new work caps every previous literary and scientific success of Robert Hegner. Not only is the story of the protozoa told with all that charming lucidity which is his particular contribution to scientific literature, but the illustrations are something to enjoy as well as profit by. There are many photographs of protozoan preparations, and

New Books of Science

Reviewed by Rev. A. M. Keefe, O.Praem.

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of the author's tropical field trips. What distinguishes this unique work from all modern works of its kind is the liberal use the author makes of sometimes serious, more often humorous, pen sketches both as marginal and text embellishments. There is a bibliography and a glossary. Another "must" book for your list.

Big Trees

By Walter Fry and John R. White. \$1.50. Stanford University Press, Stanford University, Calif., 1938.

This is the revised edition of a handbook to the sequoia groves of the west slopes of the Sierra Nevadas. It first appeared in 1930, went through three printings, and now comes out attractively in its revised form. Whether one has visited, or intends to visit the Sequoia National Park or not, this is an interesting and thought-provoking work. It should be in every library, dealing as it does with the discovery, age, nature, dimensions, and history of the forest and its gigantic specimens, the largest and oldest living things on earth.

A Book of Birds

By Mary Priestley. \$2.50. The Macmillan Co., New York, 1938.

This book is a bit of a puzzler. It is so radically different from anything anyone has yet attempted that one doesn't quite know how to take it. The more you dip into it, however, the better you like it, and you finally lay it down wondering why no one seems to have tried this sort of thing before. Briefly, it is a bird student and lover's scrapbook, a sort of anthology on birds. Much of the information is purely old-fashioned natural history, some of it is of ecological value. All of it interesting. A good gift book, it will find a merited place on public- and high-school library shelves under the label of British birds.

The Book of Insect Oddities

By R. L. Ditmars. \$2. J. P. Lippincott Co., Philadelphia, 1938.

Put this one down on your gift list as No. 1, for the I. Y. (inquiring youngster). Of course,

you will read it yourself, and then pass it on with a twinge of regret that you can't keep it yourself. Of course it's not a piece of graduate research, but it's intelligently written, and has the blessed virtue of not talking down to a youngster. As for illustrations, well, the book actually glows like a piece of brilliantly figured chintz. (Query: Why doesn't some enterprising print manufacturer look here for inspiration and designs?)

Field Book of Fresh-Water Fishes of North America

By Ray Schrenkeisen. \$3.50. G. P. Putnam's Sons, New York, 1938.

Putnam's Nature Field Books have been long and favorably known guides for outdoor folk who want scientific accuracy with convenient portability. To this distinguished group of field companions comes the last work of the late editor of *Field and Stream*. Perhaps no one was a more enthusiastic specialist in our American fresh-water fishes than Ray Schrenkeisen. This work, therefore, was to him a labor of love, cut short by his untimely death. The book was completed by J. T. Nichols and F. R. LaMonte of the American Museum of Natural History. Uniform in size and binding with the rest of the series, it is a convenient and handy volume which a lot of sportsmen and women would welcome, even as much as professional biologists.

Introduction to Methods in Experimental Psychology

By M. A. Tinker and K. H. Baker. \$2.75. D. Appleton-Century Co., New York, 1938.

Experimental psychology teachers and students should be absolutely sure to examine this new laboratory notebook. It is most novel and practical in its get up. It consists of a set of press-board covers within which are the laboratory notebook sheets, all held together by the customary spiral binding. The notebook sheets, however, are perforated, and can be detached for turning in to the instructor for correction. After they have been returned they can be kept within

the present covers with five ordinary notebook rings. There are some 28 experiments, for which charts, diagrams, and co-ordinate paper are conveniently provided. One could hardly conceive of a more effective or novel setup to avoid what the authors realistically refer to as "the pedagogical sin of devoting the classroom periods entirely to 'talk.'"

Key to the Out-of-Doors

By Richard James Hurley. \$2.50. The H. W. Wilson Co., New York, 1938.

This is purely and simply a bibliography of American popular nature-study material on the sky, weather, rocks and minerals, plants, trees, insects, fish, birds, reptiles, amphibia and animals. There are also chapters on general materials, magazines, lantern slides, nature devices and supplies, and an address list. The book will be helpful to librarians, and teachers of nature study.

The Nation's Forests

By William Atherton Du Puy. \$3. The Macmillan Co., New York, 1938.

Every once in a blue moon there appears a new book on an old subject which, in the plethora of similar treatises, runs the risk of being passed up as "just another book on this or that." Such an invaluable treatise is this Du Puy book which deserves the widest possible recognition. It is not that it is so scientific, either in matter or treatment. It is not that it is so astonishing, either in its revelations or its literary style. All of these are conspicuous by their unobtrusiveness. What makes this an outstanding contribution to our forestry literature is its honest simplicity and its intelligent logic. This reviewer defies all but the most hardboiled and narrow specialists to lay this book down unconvinced. It ought to be in every university, college, high-school, and grade-school, as well as every private, library in these United States. If that be scientific treason, make the most of it. There will be many a conservationist who will back it up.

(Concluded on page 25A)



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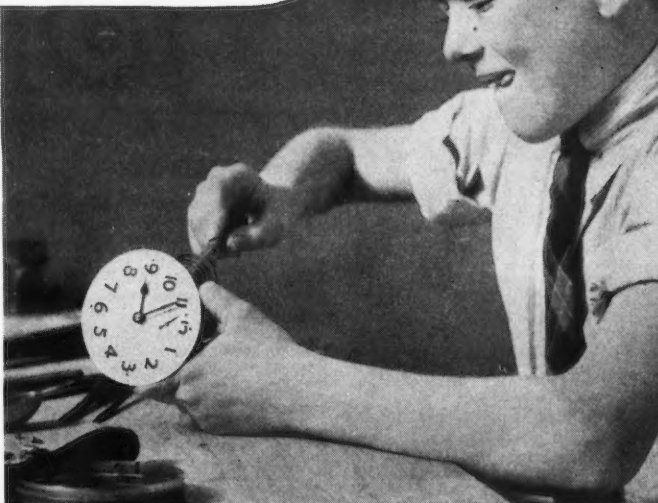


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Concluded from page 22A)

Animal Life in Fresh Water

By Helen Mellanby. \$3.50. Chemical Publishing Co. of N. Y., Inc., New York, 1938.

Originally published in Scotland, the agency for this work has been taken over by the Chemical Publishing Co. The book is a handy manual for those who like to identify general types as they go afield. The illustrations are all very clear, no photographs being used. The descriptions being all that can be desired for the British forms under consideration. The book is closely cross referenced to Ward and Whipple's well-known *Freshwater Biology* which should make it a helpful manual for invertebrate classes.

Animals of the Seashore

By Horace G. Richards. \$3. Bruce Humphries, Inc., Boston, 1938.

Here is a thoroughly scientific manual of marine invertebrates for those who delight to roam the Jersey shores in an inquiring frame of mind. It is well illustrated, briefly but clearly descriptive, and of just the right size to slip into a rucksack or a capacious pocket. It will be handy in the laboratory or library, too.

Animal Neighbors of the Countryside

By Joseph Wharton Lippincott. \$2.50. J. B. Lippincott Co., Philadelphia, 1938.

This is natural history with a difference. The author goes about his nature observing with an eye to the possibility of making some new contribution to scientific research. Based on observations over a fifty-acre farm, there are few of the more common mammals, birds, and reptiles that have been missed, with, perhaps, the exception of the insects. Lynn Bogue Hunt contributes forty-three line etchings very much in keeping with the spirit of the work. Altogether this is a work that would be good to put on your holiday gift list for the outdoor man, woman, or child.

The Anatomy of the Domestic Animals

By Septimus Sisson. Rev. by J. D. Daniels, 3rd. ed. \$12. W. B. Saunders Co., Philadelphia, 1938.

Exhaustively covering the anatomy of horses, cattle, sheep, swine, and dogs, this textbook

should be in every university and college library. Originally written as a veterinary text, the usefulness of this volume extends to the whole field of mammalian anatomy. Profusely illustrated with illustrations as critically accurate as the best found in human anatomy textbooks, the book is worth every cent asked for it to the zoologist. To the veterinary student it is invaluable.

Forest Neighbors

By Edith M. Patch and Carroll Lane Fenton. \$1.50. The Macmillan Co., New York, 1938.

Anthropomorphic stories of incidents in the lives of forest animals make up this interesting children's book which should be added to the grade-school library. It has a real value not to be found in many school storybooks, in that there is a wealth of interesting suggestions toward side-line study or reading. The authors are not content merely to re-create the lives of wild things in human terms; they bring in all sorts of stimulating questions, references to other nature books, botanical and ecological subjects for further study. Youngsters who read these books will be impelled to expand their knowledge on nature, and of living things.

Our Ferns

By Willard N. Clute. \$4. Frederick A. Stokes Co., New York, 1938.

First issued in 1901, this informative manual by the founder of the American Fern Society, and the American Botanist, now makes its appearance in a second edition. Most of the interesting characteristics of its predecessor are retained, and several new features have been added. Among the latter are the really extensive collection of illustrations, not only of fern structures and habit, but also of habitats, not a few of which are in color. In view of the author's position in the world of fern lovers and students, this book merited reissue as one of our classical contributions to American botany.

Science in General Education

By Commission on Secondary School Curriculum. \$3. D. Appleton-Century Co., New York, 1938.

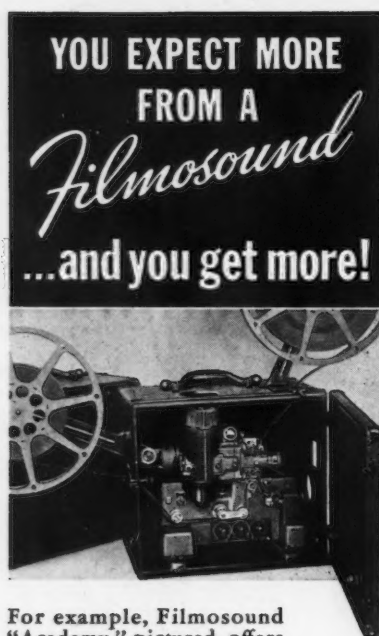
Students in the biological sciences should all be required to read this book. Whether they are preparing for secondary or college teaching or not, they will inevitably be forced by reason of their positions as leaders in our common intellectual life to put their convictions and ideas before others. The techniques of teaching are many and varied, but the basic idea can hardly be ignored, that every college-educated person is by his very intellectual endowment responsible to his fellow man for the general uplifting of our common standards of living and thinking. How best to do it, is the burden of all teaching. Which are the best teaching methods will always be an open question, but which are the most commonly used at a given time, and most successful, is not. For this reason students of any phase of advanced biology should study this indispensable work.

Suwanee River

By Cecile H. Metschat. \$2.50. Farrar & Rinehart, New York, 1938.

The publication of *Suwanee River, Strange Green Land*, was a signal for a chorus of praise which neither of its two predecessors in the "Rivers of America" series evoked. One has only to dip into this fascinating book to understand why. The author has not attempted to give the whole story of the famous river of our greatest folk song. She has instead pursued her way up to the sources of the Suwanee, that mysterious realm of the Okefenokee Swamp about which so little has up to now been known. That it must be a biologist's paradise, is not hard to understand. That the serpent and others of his reptilian kind are not lacking, seems also evident. Botanists, zoologists, ecologists, and all nature lovers in general will want to read, if not to own this work.

Young minds like the new. Wherefore that teacher who in every review yet adds a little that is new, and who in every advance lesson does some reviewing, is ingenious, meritorious, and probably popular with his pupils. — Wm. E. Chancellor.



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Lester, let us say, is late. Admitted by the monitor he moves quietly to his seat, but prepares slowly and sullenly for work. Lester's temper has evidently suffered severe strain this morning. Who knows what, to him, unavoidable delay has caused his lateness? Perhaps some adult members of his family are more to blame than the boy himself. At any rate, he believes himself ill used, and, feeling so, is ready to sulk—would like to sulk—in fact is sulking, hands listless on the desk, book still closed. Now, out of all this there is one thing which the teacher may choose to remember, and to make Lester and the class remember—he has taken his place with exceptional quietness. Why not appreciate? Lateness brings its own penalty, which, of course, the boy expects to pay—but Lester's book is open and ready for work, eager hand raised in answer to the next question. After this it will always be easier for him to remember to move quietly in the classroom, and it will be always a bit less easy to go into "a fit of sulks" when things are wrong. Yet by a word the teacher might have reversed this. She might have said: "Lester, open that book at once. It's bad enough to be late and disturb a whole class without wasting another ten minutes getting to work." And though Lester's hands had obeyed, his mind would still have been sullenly inactive, and the fact that he had made a genuine effort not to interrupt the class would have slipped from mind unnoticed.

And an interesting point in the matter is this—that, while the teacher may consciously be influencing Lester, she is quite unconsciously influencing herself also, her mental attitude toward this particular pupil, and, indirectly, toward her whole class. For after the little incident is over the feeling left in her own heart has been this: "Lester is a good boy, in spite of being late; they are all nice youngsters, trying their best to do things right, even if they do make mistakes."

And this attitude reflects itself in her words and actions. It is understood by her classes. Because she "likes" them, they "like her, back"; and just because they "like her, back" and try to please her, she likes them better. So teacher and class act and re-act each on the other. To the little human, wisdom's ways have grown "of pleasantness" and her paths, "peace."—*Canadian Teacher*.

DANGERS OF LITERACY

The most powerful instrument ever placed in the hands of man in his struggle for emancipation is literacy—a mastery of reading and writing. Only by the intelligent use of this instrument can the masses of the population share in the benefits of a liberal democracy. In no other way can they come into a full enjoyment of science, of art, of culture, of all the advantages of civilization. But man's longing for a better world may be thwarted by an inadequate or incompetent education.

Literacy is the instrument through which democracy is achieved, but literacy alone will not promote or insure democracy. Misused it may become debased into the propaganda of demagogues or of a self-seeking press and radio. The common man rose from low estate when he became literate, but through that step he exposed himself as never before to the wiles of those who appeal to emotions rather than to reason. The dangerous fact is that much of the printed matter that the citizen reads and most of the addresses that he hears are not factual or judicial in character but are prepared and presented with some personal motive rather than the public welfare in mind. Instead of enabling man to acquire more knowledge and more power because of that knowledge, literacy

may create merely illusions of knowledge and power.

We know what men want. They want more of the gains that are achieved through science, more of the comforts of life, more freedom for growth and recreation, greater security in their employment and old age, protection against the ravages of disease, the right to educate their children. Through centuries there has been an unending struggle to obtain these blessings. It is not strange that men should now feel that they are almost, if not quite, within their grasp. The accumulation of knowledge and the wonders that have, even in our generation, been wrought by its practical application inevitably engender a sense of power and accomplishment. Belief in a new freedom follows naturally, manifesting itself in every line of endeavor. Leaders—whether in politics, social welfare, literature, music, art, education, religion—express themselves with a daring and dash which attract attention at once. And unnumbered men and women, urged on by their desire to secure a more abundant life, follow their leaders with a trust that is terrifying. Education is supposed to train us in independence of thought and to instill in men greater poise and independence in thinking. Freedom is undoubtedly one of the chief goals of life, but not its only one. In conjunction with it one is supposed also to learn the lessons of duty and responsibility. Freedom without an impelling sense of responsibility is license, and responsibility with no respect for the welfare of others is stagnation. Human progress ensues only when there is a proper regard for both freedom and responsibility.—*Lotus D. Coffman*.

New School Products

Planning and Equipping the Library

Principals, teachers, and librarians will be delighted with a beautiful 20-page brochure just issued by Gaylord Bros., Inc., Syracuse, N. Y. The booklet, which will be sent free on request, describes the plans, arrangements, and furnishings of a modern school library. It is illustrated with many large half-tone pictures and floor plans of modern school libraries.

New Bell-Howell Sound Film

The Bell & Howell Company, 1801 Larchmont Ave., Chicago, Ill., have announced a new 16-mm. sound film in color. A 16-mm. projection machine is used in projecting the film. The entire unit has been engineered throughout as an arc machine, using a high-intensity electric arc, formed by two carbons, with an electric control to maintain a uniform gap.

The New Alphacolor Chalk

The new Alphacolor chalk is the colored chalk for which many teachers have been looking. It has just been placed on the market for children and artists by the Weber Costello Company, Chicago Heights, Ill., a firm that has made school chalk for 70 years. There are 24 brilliant colors which may be blended on blackboard or paper to produce any desired effect.



Alphacolor Chalk in Cushioned Box.

The manufacturers call attention to the remarkable smoothness of Alphacolor chalk and to the improved cushioned boxes for either 12 or 24 sticks which does away with sawdust packing.

Another item in the announcement is that of a special framed blackboard for colored chalk and the 24-by-36 sheets of Alphastone paper for use with chalk.